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PHYSICAL EDUCATION IN THE PUBLIC SCHOOLS.

Physical Education Has Long Been Forcing Recognition—Changes in Social Conditions Made It Inevitable—Informational Hygiene Not Sufficient—Vitality Must be Restored as Well as Conserved—Good Sportsmanship Learned on Playfields Should Carry Over Into After Life.

By WILL C. WOOD,

State Superintendent of Schools, California.

[An address delivered before the Fifth Annual Conference on Physical Education, Chicago.]

All modern educators recognize that hereafter any program of education professing to be complete must include provision for physical education. The recognition of physical education in America came slowly until the war directed popular attention to the need for physical development. However, the physical education program during the past 20 years has been steadily forcing long-delayed recognition. It found recognition 20 years ago in the work of the Playground and Recreation Association of America, which placed emphasis upon play and recreation and upon the setting aside of ample spaces in our cities for play. Owing to the fact that athletic activities have for a long time been recognized as a part of the high-school program, the playground movement helped greatly in securing more adequate playgrounds for the high schools even before it affected the elementary school situation. It is not an unusual thing in the United States to find high-school buildings placed on 15 to 40 acres of land, largely as a result of the agitation started by the Playground and Recreation Association of America.

In more recent times the interest in physical education and outdoor activities has found partial expression in the organization of the Boy Scouts and Campfire Girls; in the organization of Pioneer Scouts in rural communities, and in celebrating county playdays. The county playday has been one of the most successful means for bringing rural people to an appreciation of the value of play and physical education.

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SOME EXPERIMENTS IN PRESCHOOL EDUCATION.

Acceptance of Kindergarten as Part of School System Followed by General Extension of Investigation to Younger Children—Nursery Schools of English Type Meet Need in Nation's Life—Experimental Schools in Boston, Detroit, and New York—Similar Schools Are Maintained Elsewhere.

By NINA C. VANDEWALKER.

The awakening interest in the education of children of the preschool age is full of promise for elementary education. One of the evidences of this awakening is the keen interest shown in the experiments in preschool education that are now in progress in different parts of the country. The nursery schools of the English type is one of these and the experimental nursery school of the Bureau of Educational Experiments is another. This interest in preschool education is one of the causes of the increase in the number of kindergartens, since the kindergarten is the outstanding illustration of preschool education in the United States. Now that the kindergarten has become a part of the school system, however, the educational public no longer regards kindergarten education as preschool education, and uses the term to signify the prekindergarten years. The experiments mentioned are practically all with children below the kindergarten age. It is a recognized fact that less attention has been paid to children of this age than to those of other ages. The fact that the experiments mentioned deal with children during these years especially is what gives the experiments their promise for educational progress.

The nursery school of England, authorized by the education act of 1918, and now the subject of experiment in the United States, was the outgrowth in large part of the medical inspection that had been established some 10 years earlier. This inspection brought to light such a mass of preventable physical defects in children entering school that State action was seen to be necessary to secure for every young child proper physical care as a great preventive measure against physical defect. It was evident, however, that something more than physical care was needed. The preschool years are preeminently

PROGRAM OF AMERICAN EDUCATION WEEK.

Sunday, December 3, For God and Country.

Monday, December 4, American Citizenship Day.

Tuesday, December 5, Patriotism Day.

Wednesday, December 6, School and Teacher Day.

Thursday, December 7, Illiteracy Day.

Friday, December 8, Equality of Opportunity Day.

Saturday, December 9, Physical Education Day.

the habit-forming years, and expert care and training was seen to be necessary to insure the formation of right habits and attitudes. This called for an environment that would furnish the conditions for children's normal development. The nursery school was the response to the need. The after-war conditions have prevented the establishment of nursery schools in adequate numbers, but it is recognized as right in principle, and is destined to meet a real need in the Nation's life.

Less Need of Nursery Schools.

The need for nursery schools of the type in question may be less acute in the United States than it is in England, but the experiments with such schools now in process in Boston, Mass., Detroit, Mich., and New York City are being watched with great interest. In Detroit the nursery school is a part of the Merrill-Palmer School. The nature and purposes of the school were admirably described by Helen T. Woolley, assistant director of the school, in an article on "Preschool education" in the June issue of *The American School*, published in Milwaukee, Wis. According to the article the nursery school enrolls from 30 to 35 children who attend from 9 a. m. to 4.30 p. m. The indoor playroom and the outdoor playground are equipped with the most modern play material and apparatus. Not only is the person in charge an expert in child care and training but the noon lunch is planned and supervised by an expert in nutritional problems. In addition to its service to the children the school serves as a training center for young women in the care and training of children. Some of these are home-economics students from the State Agricultural College. The experiment is therefore broad in its scope and usefulness.

Lectures by English Specialist.

In New York City the initiative in introducing the nursery school to the American people was taken by Teachers College, Columbia University. It did this by securing one of the pioneers of the nursery school, Miss Grace Owen, of Manchester University, Manchester, England, to give a course of lectures on nursery-school education at Teachers College during the past summer. The class taking this course numbered 65, and included principals of day nurseries, kindergarten and grade teachers, principals of schools and teacher-training institutions, health workers, and others. To make it all practical a nursery school for observation purposes was organized and directed by a trained and experienced worker from England. Similar courses will doubtless be given in the future.

The nursery school of England came into existence to save little children from the blighting effects of poverty by creating for them an environment and the conditions that would make their normal development possible. In the study of the effects of poverty upon young children and the discovery of means by which these could be counteracted in some degree the creators of the nursery school have performed an important educational service. A knowledge of the needs of such children is of value, but a knowledge of the needs of those not thus handicapped is equally needed.

An Experimental School of Several Groups.

To gain a more adequate knowledge of children's development during the period from 1½ to 3 years is one of the main purposes in the organization of the nursery school carried on by the Bureau of Educational Experiments in New York City. This is a part of an experimental school of several groups that has been in existence for some years. The nursery school has just completed its third year. The purposes and results of the nursery school experiment are interestingly told in an 80-page bulletin recently issued, entitled "A Nursery School Experiment." Those who organized this experiment did so for the purpose of working out certain definite problems. This differentiated it from other experiments with children of the preschool period. It is not a response to an economic need, but rather an effort to determine the educational factors in the environment of children from 1½ to 3 years of age and to gain a fuller knowledge of the processes of growth at this period. In the judgment of those in charge of this experiment the arrangement of a nursery school should be that of a home, except that it should be planned for the children in its space and furnishings. This idea determines its equipment and differentiates it from the day nursery and the school.

To Gain Knowledge of Child's Development.

The necessary accommodations are "a generous indoor and outdoor play space, sleeping quarters isolated from the sound of voices and capable of being divided so that the sleepers will not disturb each other, an isolation room, a good-sized kitchen, and dressing room with toilet." Since the purpose of the experiment is to gain knowledge of children's development, the number of children must be small—from 8 to 10 only. Since children's work and play at this age is almost wholly individual, two trained teachers are employed in the school in order that each child may have the attention he needs. As in other nurs-

ery schools the children are in attendance from 9 a. m. until about 4 p. m. The day begins with a period of play indoors or out of doors, which lasts until 10.30, when the morning lunch is served. After this the children in one group are put to bed for a nap while the others resume their play until time for the noon meal. When this is over play is resumed for a period, and then the children in the second group take their nap while the others continue their play. At the close there is a brief period of music in which all join.

To Stimulate Impulses to Activity.

The play equipment for both the indoor and outdoor play is of a kind to stimulate the children's impulses to activity and experimentation. Since children at this age are interested mainly in locomotion, experimentation, and the exercise of energy, the equipment includes stairs, slides, swings, a sand box, a saw, and large toys, such as carts and dolls and doll furniture, blocks of varying sizes, and shaker boxes of different kinds and many forms of construction material. The children's play with these is almost wholly individual. At this age a group of playing children is "a group of individuals playing individually." The play of each individual child is carefully noted, but there is no prescribed play for different periods since this would prevent the opportunity for observing the children's natural development. The school is intended to serve as a laboratory in which children can be studied. The real purpose of this experiment is shown, however, by the records that are kept of children's progress. These are of several kinds. A daily record of each child's physical condition is kept and from these monthly summaries are made and kept for reference. Physical growth charts are also made and kept. Records are made also of children's play activities, their increasing power of physical control, emotional reactions, attitude toward others, and growth in language. From these weekly summaries are made. These several records furnish the data for a life history of each child. One of the most interesting chapters in the bulletin referred to is the one in which the story of these records is told.

Most Important Period of Life.

The two types of nursery school here mentioned differ in some respects, but both are working out problems of importance to elementary education. That the preschool years constitute the most important period in a child's life is now agreed upon by physicians, child-welfare workers, and psychologists alike. This

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GOVERNORS AND STATE SCHOOL SUPERINTENDENTS MANIFEST INTEREST IN AMERICAN EDUCATION WEEK.

Half the Governors Have Already Declared Intention to Issue Proclamations Favoring Observance—Many Others Will Undoubtedly Do So—Superintendents Active in Efforts to Make Movement Successful—Earlier Dates Previously Fixed in Some States—One of the Proclamations—Some Typical Expressions.

PROCLAMATION.

Whereas the Federal Bureau of Education, in cooperation with the American Legion and the National Education Association, is planning for the nation-wide observance for American Education Week, December 3 to 9, inclusive, and the Hon. Warren G. Harding, President of the United States, has signified his intention to issue a proclamation urging the various States and Territories to join in the general observance of this week; and

Whereas it is of the utmost importance to the welfare of California and the Nation at large that those phases of education relating to Americanism, citizenship, patriotism, the needs of teachers and schools, the problem of illiteracy, equality of educational opportunity, hygiene, and physical education be especially emphasized at this time; and

Whereas the observance of American Education Week in California in 1921 was conducive of excellent results in the quickening of the public interest in educational matters and particularly matters affecting education in Americanism and citizenship: Now, therefore,

I, William D. Stephens, Governor of California, desiring to emphasize the public responsibility toward matters of education and the teaching of Americanism, do hereby proclaim December 3 to 9, inclusive, American Education Week in California, and I do hereby urge all educational agencies, all civic and business organizations, the press, and the pulpit in California to observe American Education Week by proper exercises, publication, and public addresses.—*Wm. D. Stephens, Governor of California.*

OBSERVANCE WILL BE GENERAL IN ALABAMA.

You may count upon a sympathetic and active cooperation by the State department of education. I am glad to learn that you are sending a similar letter to all of the city and county superintendents of schools in Alabama. As soon as I can find the time to do so, I shall communicate with them in regard to the matter. You may expect a gen-

eral observance of the week in the public schools of this State.—*John W. Abercrombie, State Superintendent of Education, Alabama.*

EARLIER DATE ALREADY FIXED.

Governor McRae has already issued a proclamation setting aside the week of October 29 to November 5 as public-school week, and we are already making plans for that time. Our county superintendents will meet in annual meeting here at Little Rock on October 11-13, at which time full details of the plan will be explained. In the meantime, however, we are preparing literature and sending this out to the county superintendents, principals, superintendents, and other school officials.—*J. L. Bond, State Superintendent of Public Instruction, Arkansas.*

PROCLAMATION WILL BE APPROPRIATELY TIMED.

Governor Shoup will be glad to comply with your request and issue a proclamation for the observance of American Education Week. It is thought advisable, however, that the issuing of the proclamation be delayed until near the time.—*E. R. Harker, Secretary to Governor Shoup, of Colorado.*

COOPERATION IS A VERY GREAT PLEASURE.

It is a very great pleasure to cooperate with the American Legion, the Bureau of Education, and the National Education Association in their efforts to promote an American Education Week to be observed December 3 to 9, inclusive, and I shall be glad to issue a proclamation accordingly.—*W. D. Denney, Governor of Delaware.*

SPECIALIST ASSIGNED TO EACH DAY.

One of the plans which I shall use is to assign to each of the days outlined the subject for consideration to some specialist in our State to prepare a short article emphasizing the particular facts mentioned.—*H. V. Holloway, State Superintendent of Public Instruction, Delaware.*

BIGGEST APPEAL FOR EDUCATION.

I am requesting the active cooperation of all school officials and of all friends

of education to make this program a success, and to join with the United States Commissioner of Education in making the program the biggest appeal for education that has ever been made to the American people.—*M. M. Parks, State Superintendent of Schools, Georgia.*

CIVIC ORGANIZATIONS WILL JOIN CELEBRATION.

Hawaii will be very glad, indeed, to join in the celebration of American Education Week. I have transmitted copies of your letter to the local press, to his excellency the Governor of Hawaii, to the American Legion, to the Sons of the American Revolution, and to the Hawaii Education Association. I am sure that many civic organizations of this Territory will cooperate in the appropriate celebration of this important week.—*Vaughan MacCaughy, Superintendent of Public Instruction, Hawaii.*

THEY ARE ALL DOING IT.

I believe that some good will come from setting aside such a week and having the attention of the people called to the importance of education in every possible way. It seems, however, that every organization throughout the country is seeking to get some special day or some special week set aside for this or for that. I shall announce this education week through the press bulletin, printing the topic for each day.—*F. G. Blair, State Superintendent of Public Instruction, Illinois.*

WILL PROMOTE NATION-WIDE INTEREST IN EDUCATION.

I will be very glad to take this matter up with our department of education and can assure you Indiana will cooperate to the fullest in emphasizing the importance of promoting nation-wide interest in education.—*Warren T. McCray, Governor of Indiana.*

WILL FOLLOW LINE OF PRESIDENT'S APPEAL.

I shall be glad to issue a proclamation as soon as President Harding does so, following largely the line of his appeal to the people.—*N. E. Kendall, Governor of Iowa.*

NATIONAL IN SCOPE AND BENEFICENT IN INFLUENCE.

I shall be very glad to cooperate with you and the American Legion and the National Education Association in making this event national in scope and beneficent in influence. Within a few days I shall send out a letter to the press and to the schools of Maine.—*Augustus O. Thomas, State Superintendent of Public Schools, Maine.*

GOVERNOR OF MASSACHUSETTS PLEASED TO HELP.

I am directed by the governor to say that it will give him great pleasure to call to the attention of the public American Education Week, in accordance with your request.—*Herman A. MacDonald, Secretary to Governor Cox of Massachusetts.*

ALWAYS DOES COOPERATE; BUT IT IS A BAD TIME.

I will, of course, cooperate—I always do. But I feel that it is a great mistake to use that week.—*T. E. Johnson, Superintendent of Public Instruction, Michigan.*

WILL COOPERATE, AS THEY DID LAST YEAR.

The Department of Education for Minnesota will be glad to cooperate, as they did last year, in this matter.—*J. M. McConnell, Commissioner of Education, Minnesota.*

PLEASED WITH PROGRAM FOR THE WEEK.

I shall be glad to cooperate in any way I can in order that this week may be observed in a creditable manner in our Commonwealth. I am especially well pleased with the suggestive program for the entire week, and I trust that it will be largely observed throughout the Nation.—*Sam A. Baker, State Superintendent of Public Schools, Missouri.*

"BETTER-SCHOOL WEEK" OBSERVED IN OCTOBER.

During the first and second weeks of October we are planning to observe Better-School Week in Mississippi, for the reason that during the month of October is about the only time between the opening of the schools and the good weather of spring that we can get all the people of the rural districts to assemble at the schoolhouses. However, during the week you mention, beginning December 3, we shall be glad to have something in the press along the lines indicated.—*W. F. Bond, State Superintendent of Public Education, Mississippi.*

ELECTION FIRST, THEN PROCLAMATION.

I am quite busy on the campaign and shall be out continuously until after election day, but as soon as that is out

of the way I shall be very glad, indeed, to make the proclamation.—*R. A. Nestos, Governor of North Dakota.*

WILL CHANGE PLANS AND JOIN OTHER STATES.

We have been arranging for an educational week in North Dakota for the week containing November 2. Our State was admitted into the Union on that date and we thought it would be an appropriate way to observe the occasion by emphasizing education that week. We had planned to make a special drive on the elimination of illiteracy. We will change our plans, however, as we believe in cooperation, and designate the week of December 3 as American Education Week for North Dakota.—*Minnie J. Nielson, State Superintendent of Public Instruction, North Dakota.*

BEST EDUCATION WEEK POSSIBLE.

Ohio will be glad to join you in making this the best education week possible.—*W. B. Bliss, Assistant Director of Education, Ohio.*

URGES LOCAL SUPERINTENDENTS TO OBSERVE WEEK.

I am writing a letter to all city and county superintendents urging them to observe this week and to cooperate with us in carrying out the plans suggested by you.—*R. H. Wilson, State Superintendent of Public Instruction, Oklahoma.*

MATTER PRESENTED FROM DIFFERENT SOURCES.

This matter was taken up with us some time since from different sources. We shall be pleased to issue a statement early in November, as you suggest.—*Ben W. Olcott, Governor of Oregon.*

STATE AUTHORITIES ALREADY BUSY.

We shall be glad to cooperate in every way in the promotion of American Education Week. Our State authorities are already busy in the matter.—*Wm. C. Sproul, Governor of Pennsylvania.*

PROPAGANDA IS NOT RHODE ISLAND'S WAY.

Our school people have lost much of their enthusiasm for the observance of special weeks, and general education propaganda is not Rhode Island's way. Nevertheless, I can see that good might be accomplished by the observance of the week and will do what I can to cooperate with you and your plans.—*Walter E. Ranger, Commissioner of Education, Rhode Island.*

WILL HANDLE MATTER IN MOST EFFECTIVE WAY.

During the present season we have issued a large number of executive proclamations, and I may decide that better effect will be secured by handling the

educational week movement through the State press in some other way. However, I assure you of my interest and will do everything I can to assist in the advancement of the project.—*W. H. McMaster, Governor, South Dakota.*

IN LINE WITH NATIONAL PROGRAM.

We should be pleased to observe American Education Week at an earlier date, but we do not want to appear to be out of line with the national program.—*J. B. Brown, State Superintendent of Public Instruction, Tennessee.*

CONSIDERS UNDERTAKING A WORTHY ONE.

It will be a pleasure for me to extend this cooperation in so worthy an undertaking, and, as I did last year, I shall again have a proclamation emanate from my office.—*Charles R. Mabey, Governor of Utah.*

GOVERNOR SHOWS PERSONAL INTEREST.

Due publicity is being given this campaign by the State superintendent and by Governor Morgan. The governor especially desires that I call your attention to the fact that he has indorsed the work by a public letter to the press, to the department of education, to the civic and fraternal organizations of the State, and in fact to all agencies of the State, asking them to cooperate in the observance of this week. I do not have at hand a copy of the governor's letter to send to you, but take this opportunity to inform you, for the governor, that he has personally indorsed the campaign of a week's duration. The department of education is preparing posters, suggestive programs, and other materials for the use of the people of the State in the observance of education week.—*J. H. Hickman, Assistant State Superintendent of Schools, West Virginia.*

PLANS CHANGED TO CONFORM TO NATIONAL MOVEMENT.

I will plan to make our observance of education week conform with the national movement in reference to the date. In former years the Wisconsin observance has not always been in conformity to the date of the national observance, but I much prefer to have them all come the same week, and we shall make our plans accordingly.—*John Callahan, State Superintendent of Public Schools, Wisconsin.*

WILL PREPARE AN ARTICLE FOR NEWSPAPER CIRCULATION.

We will prepare an article on American Education Week, December 3-9, and have it published in the newspapers throughout this State.—*Bertram W. Bennett, Secretary to Governor Carey of Wyoming.*

HIGHWAY ENGINEERING AND HIGHWAY TRANSPORT EDUCATION

Second Annual Conference in Washington—Transportation Among Most Pressing Problems World Is Facing—National Program Contemplates 180,000 Miles of Improved Highways—Will Have Marked Influence on Sociological Conditions.

To review the field of highway engineering and highway transport education in the light of the expanding State and Federal highway program and the rapidly increasing social and commercial use of the highways, to discuss general and special courses in undergraduate and graduate curricula, and to exchange views on educational trends arising from these developments in the national transportation systems, the second national conference on education for highway engineering and highway transport was held at Washington October 26-28 under the auspices of the Highway Education Board, of which Dr. John J. Tigert, United States Commissioner of Education, is chairman.

The conference was opened with the reading of a letter of greeting from President Harding. That the country needs good roads and more of them we are all agreed, wrote the President, but we also have been brought to realize that they are not to be had without very great expense. Transportation is among the most pressing and difficult problems that the world is facing.

Highways for Peace or War.

To plan for the country a system of highways which will not only meet the needs of ordinary traffic but will be ready for use in military emergencies the War Department has prepared a map of a system of roads covering the entire country, said Gen. Lansing H. Beach, Chief of Engineers, United States Army, who made the first address. The Bureau of Public Roads of the United States Department of Agriculture is cooperating in carrying out this program, and the work of the bureau was outlined by its chief, Thomas H. MacDonald. Construction of approximately 180,000 miles of improved highways is called for by the program, said Mr. MacDonald, adding that it will require about 15 or 20 years to build them. He went on to say that highway construction has not kept pace with the general growth of the automobile in the past 11 years. From 1910 to 1922 the number of motor vehicles in-

creased 2,000 per cent, and the increase in funds for road building was only 400 per cent.

Fundamental Highway Courses are Required.

The trend of education for highway engineering and highway transport was discussed by T. R. Agg, professor of highway engineering, Iowa State College of Agriculture and the Mechanic Arts, and Arthur H. Blanchard, professor of highway engineering and highway transport, University of Michigan. Professor Agg said that the trend seems to be toward a system whereby certain fundamental courses in highway engineering are required of all civil engineering students. A. W. Campbell, commissioner of highways, Ottawa, Canada, summarized Canadian highway policy and outlined the technical requirements expected of highway engineers in the Dominion. Further ideas on education for highway work were presented at a general discussion led by C. J. Tilden, division of engineering, Yale University, and Lewis W. McIntyre, assistant professor of civil engineering, University of Pittsburgh.

Sending the highways to school was the subject of an address by George M. Graham, of the National Automobile Chamber of Commerce. Air transportation was discussed by Maj. Gen. Mason M. Patrick, Chief of the Air Service, United States Army. Col. A. L. Dumont, French military attaché, spoke of French highways.

Cost Approaching a Billion Dollars.

Construction of American highways, now approaching an annual cost of \$1,000,000,000, is in pressing need of a definite financial policy, which should be worked out with the least possible delay, according to A. J. Brousseau, Chamber of Commerce of the United States of America. Mr. Brousseau gave suggestions for working out such a policy. Research and progress in highway problems were taken up by Dr. E. D. Ball, director of scientific work, United States Department of Agriculture.

To lessen the congestion of cities and allow people to have homes in the open country is the task of the highway engi-

neer, said C. J. Galpin, economist in charge of farm population, U. S. Department of Agriculture. Mr. Galpin pointed out that urban population in America had increased to the point where 287 cities of 25,000 inhabitants or more now contain nearly 40,000,000 of our population. S. S. McClure, editor of McClure's Magazine, spoke on roads and civilization.

That the motor truck and the railroad should cooperate rather than compete was the contention of W. H. Lyford, vice president of the Chicago & Eastern Illinois Railroad Co. Use of trucking facilities to collect and deliver freight promptly will allow the railroads to dispense with costly terminal buildings, which are virtually great warehouses, said Mr. Lyford in the final speech of the conference.

Among the other speakers were C. C. Hanch, vice president National Automobile Chamber of Commerce; A. N. Johnson, dean of the College of Engineering, University of Maryland; W. K. Hatt, director, advisory board on highway research, National Research Council; and Frederick C. Horner, New York City.

To Teach Highway Safety.

Whom to teach, what to teach, and how to teach it, was the subject of a report on teaching highway traffic regulation and safety by the chairman of the committee on that subject, C. J. Hughes, dean of the Harvard Engineering School. Ten other educational committees studied some of the other aspects of education for highway work. Undergraduate study was taken up by five committees. The nature and content of supporting non-technical courses in economics and English was studied by one committee; another took up graduate work in highway engineering and highway transport.

About 400 persons attended the conference, representing all parts of the United States, as well as France, Italy, Canada, Austria, Germany, Peru, Cuba, the Netherlands, and Finland.

Dr. Walton C. John, of the United States Bureau of Education, was the executive secretary of the conference.

Salary increases amounting to four and a quarter million dollars a year have been granted to the 10,000 teachers and principals in Chicago. The minimum salary of the 8,000 elementary-school teachers has been raised from \$1,200 to \$1,500, and the maximum from \$2,000 to \$2,500. High-school teachers, of which there are 1,600, now receive a minimum of \$2,000 and a maximum of \$3,800, an increase of \$400 a year. Elementary principals now receive \$3,000 to \$4,800, and high-school principals \$4,300 to \$5,700.

RULES FOR ENGLISH SECONDARY SCHOOLS.

Increasing Tendency to Confine Admissions to Clever Children—Formerly Students Were Almost Invariably Well-to-do; Now About One-third Are "Free Places."

Secondary schools in England have not room for the large numbers of children seeking to enter them, and therefore the authorities have decided to select by competitive examination the pupils who show the greatest promise of profiting by the advantages offered, according to the board of education's new regulations for secondary schools. In England the term "secondary school" does not mean merely a certain stage in education as it does in the United States, but a single type of school—one which teaches the humanities. In the United States when a pupil has finished eight years of elementary-school work and has been admitted into either a public or private school for more advanced work he is said to be receiving secondary education, whether he is taking a college preparatory course, a technical, a business, or an agricultural course. All schools requiring for admittance satisfactory completion of the eighth grade are here classified as secondary schools.

Like Our College Preparatory Courses.

In England the work of secondary schools is classified under "higher education," a term which in this country is applied only to institutions of college rank. The name secondary is there applied to schools which give an academic course corresponding to the college preparatory course in this country. Secondary education is said to have started in England with the idea of teaching musical rhythm for religious purposes. Later the schools became "grammar schools," with the idea of teaching Holy Writ, and as grammar schools they were known until very recent years. The old foundations of Winchester, Harrow, Eton, and so on, together with many of the grammar schools provided in the sixteenth century with the funds obtained by the dissolution of the monasteries, are the "public schools" of England; they are, in fact, secondary schools, since their concern is to teach the humanities. The education act of 1902 gave a stimulus to local authorities to provide modern grammar schools, and from that date the

phrase "grammar school" has become obsolescent and the term "secondary school" is beginning nearly everywhere to take its place.

Social distinctions undoubtedly entered into the classification of secondary schools, but these distinctions are being rapidly removed by the municipalization of secondary education.

Instead of being required to finish all the grades of the elementary school before entering the secondary school, as American pupils are, English elementary-school pupils are examined when they reach the age of 11 to find out whether they are suited to "higher" education, regardless of what grade they have reached. If the school authorities find that the child is fitted for advanced academic work, and if the parents are willing, he is transferred from the elementary school to the secondary school. Pupils whose circumstances require a more practical education to enable them to earn their living sooner may enter a "central school" instead of a secondary school.

These schools are not, like high schools in the United States, entirely supported by taxes and free to all who are qualified to enter them. Local taxes and excise taxes contribute to the support of secondary schools, and grants from Parliament also help, but these sources do not supply enough money to enable the schools to give free education to all. The parliamentary grants are given on condition that one-fourth of the pupils shall be received as "free places," and many scholarships are provided, so that approximately one-third of the students in the secondary schools need not pay fees. According to Mr. H. A. L. Fisher, president of the board of education, these free places constitute a broad highway from the elementary schools into the secondary schools. In this respect Mr. Fisher considers the British secondary-school system the most satisfactory in Europe. Private schools which accept parliamentary grants must comply with the condition that one-fourth of the students shall receive free tuition. Such schools may accept grants or not, as they choose.

Qualifying Tests Formerly Enough.

In the past, examinations for entrance into secondary schools have been qualifying examinations only and not competitive, and all pupils who could attain a certain grade in the examination could be sure of a place in the secondary school if their home circumstances were such that they could attend. But now a great demand has arisen for secondary education, and financial conditions are delaying the extension of accommodations, so

that places in the secondary school are not sufficient for the demand, and must be allotted with greater discrimination. In order that the buildings and funds available may be used to the greatest advantage, the authorities have decided to admit only the pupils who show the greatest promise of profiting from secondary-school instruction. To select these pupils competitive examinations will temporarily take the place of the qualifying examinations, which are the normal mode of admission.

Entrance tests will be given with the aim of estimating capacity and promise rather than attainments. The board recommends that in attempting to estimate capacity and promise a wide view should be taken. It believes that such characteristics as vigor, industry, and perseverance, quickness of perception, and range of interest are not less relevant in determining the extent to which a candidate is likely to profit by a secondary education than powers of calculation and memory or readiness of verbal expression. The written examination will be in arithmetic and English only, but this may be supplemented by an oral examination in any lines the examiners find suitable. The oral examination is expected to be especially useful in deciding upon the eligibility of pupils whose standing is doubtful. To supplement the usual tests, intelligence tests may be given.

Since the schools are chiefly intended for children between the ages of 10 and 12 at the time of admission, the school authorities may refuse admittance to children outside of these age limits. Sometimes children of exceptional promise may be admitted before they are 10 years old, but they will be expected to keep up with their classes in order to be retained in the school. The regulations state that children more than 13 years of age should not be admitted unless they are fitted to enter a grade suitable to their age.

Although every effort will be made to judge a pupil's ability before admitting him to the school, the board realizes that some pupils may fail to make sufficient progress to justify their further continuance in the school. Such pupils should not continue to fill places that might better be taken by brighter students, and since opportunity for secondary school education is for the present denied to many, the board recommends that school authorities take steps to separate from the school students who are doing poor work. It is hoped that by careful selection and rejection of pupils the secondary-school authorities may be able to use the facilities at their disposal in the most economical way.

SOME CONTRASTS BETWEEN SWEDISH AND AMERICAN SCHOOLS

Swedish Schools Organized on the Parallel Plan—Folk Schools Greatly Strengthened During Past Few Years—More Industrial Schools Established Since 1918—Commission's Report Would Make Folk Schools Foundation of System.

By NILS HÄNNINGER, *Professor of Educational Theory and Practice, Teachers' Training College, Landskrona, Sweden.*

[Translated from the Swedish by P. H. Pearson.]

I. PRESENT STATUS OF EDUCATION IN SWEDEN.

Every European educator who travels in America is impressed by the differences between American and European education and educational institutions which arise from the freedom from tradition which during centuries has characterized America. Occasional criticisms do occur in American educational literature of the presence of medieval relics in American education, but in respect to this matter America and Europe hold a relation like that of the mote and the beam. It is certainly true that the present zeal for educational reform which has seized Sweden and other European countries has its point of departure in the break between tradition and new ideas which was due to the wave of social and political upheaval brought on by the war.

Any endeavor to show the leading characteristics of Swedish education of today can best be brought under three points of view:

1. Reforms within the folk school through the new outline of courses.
2. The new practical schools for young people.
3. The projected reforms in higher theoretical education urged in the report just submitted by the Grand Commission on School Reforms.

Series of Parallel School Types.

1. Sweden has what is called a parallel school system, i. e., a series of parallel school types—the six or seven year folk school, with entrance age of 7; and the six-year Realskola, with entrance age of 9. Theoretically the Realskola is based on the first three classes of the folk school, but a large proportion of the pupils come from private schools. Hence the folk school is intended for the children of the masses of the people while the Realskola trains for citizenship and at the same time prepares for continued theoretical instruction at a four-year

gymnasium. The gymnasium admits only boys, while the Realskol type is, in many cases, coeducational. Schools for the higher education of girls are maintained partly by the State and partly by the communities.

Folk School Doubly Strengthened.

For years the advance of democracy in Sweden has served to strengthen the folk school in a twofold way: It has strengthened the inner work of the school; it has improved and perfected its outer organization. In respect to the inner work of the folk school a notable advance was effected through the new instruction plan framed in 1919 under the direction of Varner Ryden, a Social Democrat, then Minister of Ecclesiastical Affairs and Education. The outstanding feature of the new plan is that it really tries to make the folk school a "school for the duties of life" and shapes the instruction toward this end. The plan is to make young people familiar with the community where they expect to live and work, and to train them accordingly to become physically and psychically capable members of society.

Time for Religion is Reduced.

The plan ushered in two departures which have caused earnest discussion. First, it reduced the number of hours in religion from 5 to 2. This reduction of the time devoted to a subject that has always dominated the traditions of the folk school was in some quarters received with approval; in others—from the clergy especially—it roused an outcry of opposition. The second departure was marked by placing on the school program for the first three years a subject entirely new—home and community study. This subject requires on the part of the pupil study and observation in immediate environs of home and school and to work exercises growing out of these observations. The teacher is accordingly to shape lessons from what he

finds in the surroundings and in local activities, and to link these things with geography, nature study, history, drawing, and sloyd.

Practical Schools for Young People.

2. My second viewpoint comprises the practical schools for young people. The law establishing these was passed in 1918 and countersigned by Varner Ryden. They, too, strengthen the position of the folk school in that they create opportunities for folk-school graduates to receive continued training along specific lines. These institutions comprise a two-year continuation school, with a total of 360 hours of instruction. Its courses are to be directed in the main along practical lines and thereby to guide the pupil toward his future life work. Regional conditions determine whether the courses are to set up a specific vocation as the aim or to be educational in a general sense. In the former case there is to be instruction in one of the crafts, citizenship, and the mother tongue; in the latter case there is to be citizenship, the mother tongue, natural history, sloyd, and horticulture. This continuation school will be obligatory in all communities after 1924.

Apprentice School May be Obligatory.

Again, its courses prepare for a two-year apprentice school, which may be made obligatory if the community should so decide; in localities where it is obligatory the total period of required instruction may extend from the seventh to the completion of the seventeenth year. The instruction in the apprentice school comprises from 6 to 12 hours per week during 8 or 9 months of the year. An optional crafts school with a one-year course continues from the apprentice school. Its aim is to give an extended and more fully technical training within certain crafts; it includes also the study of sociology, qualifying for positions of trust, and for independent trade management. In the matter of organization great liberty is extended to the respective communities.

Meet Needs of Practical Life.

The institutions here mentioned are designed principally to meet the needs of actual practical life; they are also the expression of Sweden's democratic trend in school reforms. They provide a way for the folk-school pupils—the great masses—to continue their education in a practical direction. They take young people in hand during the critical age of 14-16 and help them to plan for the future.

In addition to these practical institutions, many advanced technical schools and gymnasiums, public and commercial,

have been established throughout the country. These schools attract gifted and orderly young people who have completed the folk school and apprentice school and seek advancement by training for efficiency. Sweden has, in brief, opened the road for her capable young people of all classes of society by providing opportunities suited to their endowments and ambitions.

Findings of Grand School Commission.

3. My third point, academic education, leads at once to the report just submitted by the Grand School Commission. Their findings are also connected with the name of Varner Ryden, for he appointed the commission and gave them their instructions. The commission's work was to organize all higher education in such a way as to make the folk school the common foundation upon which all other institutions, practical and academic, should be based. Thereby the parallel system would be abolished. Theoretical and practical education was, moreover, to be provided for girls, whereby they would have opportunities equal to those provided for boys. The commission has worked out its assignment in a voluminous report, which is now discussed by educators and critics of the country. The proposals of the commission involve changes by far the most fundamental in the history of Swedish education.

Foundation, Middle, and Upper Schools.

Briefly, the commission would establish a foundation school of six years leading to a middle school (*Realskola*) of four years, connecting with a gymnasium (upper school) of three years. Admission to both the middle school and the gymnasium should be contingent on a special test calculated to secure to each of these school types the most suitable class of pupils. The gymnasium is to provide both general education and divergence toward advanced technical specialties later to be pursued at the university. Three lines of gymnasium work are therefore to be provided: The ancient classics, Latin and science, modern languages, and the sciences. These designations indicate the nucleus about which other subjects are to be grouped. The Latin and science line permits concentration, however, on either mathematics or natural science; the Latin line allows German or physics to be substituted by Greek. The commission's plan also reduces the subjects, so that in the highest gymnasium class only seven subjects are on the schedule: *Provided, however*, That drawing, music, gymnastics, play, and athletics may be included. Outwardly the organization would accordingly resemble the 6-3-3 system, which is now gaining vogue in the United States.

But inner reorganizations are also on the way. For some decades past the universities have complained that the students immatriculating for the courses have come with insufficient preparation. After much discussion the remedy seems to be in carrying fewer subjects at the same time, hence concentration of lessons and lectures on single subjects. The commission favors changes with such concentration in view together with plans for work in the highest class to arouse the pupil's initiative and responsibility.

The preceding account shows that Sweden is obviously reaching out toward what is characteristic in Anglo-Saxon education. In times past the Swedish schools have received marked impress from the German schools, but of recent years Sweden is directing her attention toward the Anglo-Saxon school world.

II. DIFFERENCES THAT STRIKE THE VISITOR.

A Swedish educator visiting American schools finds notable differences between them and the schools of his own country. In the American school he finds the American flag displayed; in Sweden you can see, as a rule, only the flagpole; the Swedish banner is displayed only on holidays, and the classrooms are generally not decorated with the national emblem.

If a visitor enters a Swedish classroom the entire class will rise out of courtesy—this holds good in all schools, from the folk schools to the university. Such acts would undoubtedly have the effect of oddity in America, where conventions of greetings and courtesy are quite different.

Swedish Teachers Maintain Formal Discipline.

In the matter of discipline the visitor finds different customs in the American schools. In Sweden the relations between teachers and pupils are much more formal and rigid. The time is past, to be sure, when all pupils had to sit exactly the same way, with, for instance, hands locked or arms folded, but in a class maintaining fair discipline the pupils are never permitted to sit or lounge in careless attitude on the benches nor are they permitted to carry on a whispering conversation with those about them. In my own gymnasium period I remember that a boy was sent out of the room because his coat collar was slightly turned up in the neck; a boy might receive a very severe reprimand for resting his chin on his hand. The last years have, to be sure, brought noted changes in these respects, and I know many teachers who permit pupils in the tenth to twelfth year a certain freedom so that they may sit or stand at their desks as they prefer.

Traits more or less closely connected with the régime of discipline mark a contrast between the Swedish and the American pupil. In the latter I have noted greater frankness and greater self-confidence. As a Nation the Americans have great readiness of speech. When the occasion arises fluency of utterance never fails them, rising at times to impressive eloquence. By consistent training in public discourse, debates, and dramatic representation, the schools do their part in fostering this native endowment. Swedish people are, in general, reluctant to speak in public. Though spoken exercises are on the Swedish school program, the Swedish schools do not approximate the American schools in stressing oral presentation and training in public discourse. Again, self-government, which has gained considerable vogue in American schools, fosters the independence and responsibility of the pupils; in Sweden, though well known, it has not gained general acceptance.

Thorough Knowledge vs. Practical Ability.

It has been said more than once that a Swedish and an American schoolboy differ in this, that the former has more thorough knowledge in a greater number of subjects but the latter has greater readiness and greater practical ability to make full use of what he knows. I believe the characterization is fair and that it points out a vital contrast between American and Swedish education. The number of studies required in the Swedish gymnasium has often been discussed and criticized; obviously the courses lead to a wide range of information, and it can with justice be said of a bright boy who has gone through the gymnasium that he knows a good deal. There is good ground for saying that the "maturity" examination is the hardest examination in the country. It comprises rigid tests in written form covering four or five subjects and oral examinations in 10 or 11 others. This scarcely conforms to the ancient educational maxim, "*non multa sed multum*"; but above everything else it is fraught with danger to the pupil's health. On the other hand, I should not feel free to advocate a concentration carried out to the extent that I have found it in the schools of America.

A general education in Sweden requires a more comprehensive study of foreign languages. An American lecturer told me that a knowledge of English is sufficient in America—an obvious error. In Sweden no one would presume to say that the mother tongue alone sufficed for the various stages of advanced studies.

That education among the people of Sweden ranks high is a fact well known and does not need to be repeated here.

Everybody with hardly an exception can read and write his mother tongue, and Sweden is well known for its noted men of science, particularly in the domain of the natural and technical sciences. There is, however, the danger that in our little country too many elect a career of study in preference to a career of practical work. Altogether too many of our youth move on toward the gymnasium with its theoretical courses and training. Viewed from its sociological side, the unity school—one of the Grand Commission proposals—means an important step onward in so far as it makes possible a more rational selection of courses for the higher school types, but another step at least equally important remains: To make the lines of practical education, the continuation schools and apprentice schools, equal in social prestige with the humanistic lines and thereby make them equally attractive. Right here hope and encouragement is found in the record of our "practical" gymnasia, our commercial and technical gymnasia. In my opinion America is more fortunately situated in these respects in so far as instruction in both practical and theoretical subjects is given in the same schools or at least in the same kinds of schools, with the option for the pupil to stress either one class of subjects or the other.

More Freedom in American Course.

American high schools offer in general much greater freedom with respect to electives than do the gymnasia of Sweden. Upon first acquaintance with an American high school one is fairly bewildered by the range and variety one meets. In Sweden a glance at the home schedule makes everything clear and obvious. Each class has its fixed working program and studies its several subjects—natural science and sometimes geography excepted—in a specified classroom. In America it appears as if each pupil had his own working program; a class is not there the same unit as it is in a Swedish gymnasium.

A brief article like the present has room for only a very few of the many points of difference between the Swedish and the American systems of instruction. The Swedish form of gymnastics and the high rank it takes in our schools are well known in America. Some other differences might seem more of a surprise. American educators have, for instance, been quite astonished to learn that intelligence measurements are not used in the schools of Sweden. Not even the Grand School Commission has ventured to mention intelligence tests among its many new proposals, hence at present the outlook is that these meas-

urements will not for some time become a part of the school régime, as appears to be the case in America. The suggestion of a professor in our country that such tests be applied to our military recruits became the object of much ridicule in the press.

Word "Teacher" not a Feminine Noun.

That the pupils are the chief factor in the school is an oft-repeated statement. True, but the teachers as well are an element of some significance, hence a word about them may be in order. The word "teacher" is not a feminine noun here as it is in America. With the exception of the first two school years, boys in this country are taught almost entirely by men, and it is to be hoped that the future will not greatly alter our teaching conditions in this respect. The proportion of men teachers and women teachers resolves itself in the first place to a question of economy. In regard to this question it can be safely said that while teachers here have not the very best salary conditions, they are better off than American teachers. They have a more secure tenure of position; pension arrangements provide for their old age; in the rural districts teachers' cottages and fuel are included in their remuneration. Even if life tenure in single instances tempts the teacher into conventional routine, it is nevertheless the basis for independence, fearlessness, and composure for work.

Swedish education is at present passing through a period of departure from some traditions, causing an undoubted forward movement in every part of the school system. Despite the differences which may be noted, American schools and Swedish schools have this in common, that teachers and pupils are engaged in hard and earnest work, and this is of chief moment, even if the work is done in different ways and pushed in different directions. Then, too, the goal is the same—to train young people as useful and capable members of the society and the nation to which they belong.

A representative of the Friendly Relations Committee of New York has been visiting Peru and other South American countries. The object of this committee, which is composed of Americans holding important positions in the business and social world, is to aid foreign students coming to the United States in their adjustments to student life in this country. The committee works in cooperation with the educational section of the Pan American Union and other institutions.—*Bulletin of the Pan American Union.*

SHOWS PROGRESS BUT NEEDS MONEY

Advance in Three Years Nearly as Great as in Previous 28—Better Laws and Increased Public Interest Responsible—Bureau of Education Helped.

If Alabama's children are to have at some time in the next 25 years the opportunity to be taught by well-trained teachers in school buildings adapted to conserving the health of the child and to meeting the demands of modern methods of education, better financial provision must be made, according to a statistical study of education in Alabama from 1890 to 1921 issued by the State Board of Education. This study gives a fairly complete picture of the progress which has been made during the last 30 years and of the tendencies which predict the course of future growth.

Measured by the Ayres Index number for State school systems, Alabama's public schools gained three-fourths as many points during the three-year period from 1918 to 1921 as were gained in the 28-year period from 1890 to 1918. This progress is due to the tremendous growth in public interest brought about by the war, to the law which established the county unit of school administration with a county superintendent appointed by the county board of education, to the constitutional amendment which permitted the levy of county and district 3-mill taxes, and to the new school code enacted by the legislature of 1919 following a careful study of Alabama's school system made by representatives of the United States Bureau of Education under the direction of the Alabama Education Commission.

To encourage and reward high attainment on the part of students in secondary schools, the Cum Laude Society was founded at Tome School, Port Deposit, Md., in 1906. Twenty-one schools, including Exeter, Andover, and Penn Charter, have chapters in the society. Each chapter may elect as members those students of the highest class who have an honor record up to the time of election and who stand in the first fifth of the class. The constitution has been amended to open the society to girls, who were formerly excluded from membership. Dr. John C. Kirtland, of Phillips-Exeter Academy, Exeter, N. H., is secretary general of the society.

SCHOOL LIFE

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NOVEMBER, 1922.

FOR GOD AND COUNTRY.

It is fitting that American Education Week should begin on Sunday and that its observance should be devoted to God and country. In thousands of pulpits throughout the United States on December 3, 1922, emphasis will be laid on the citizen's relation to the Divine Unity and upon the citizen's duty to his country. Love of God and country, then, will be the great slogan that will usher in American Education Week.

The greatest blessing of a democracy is toleration for the opinions of others, especially in religious beliefs. The separation of church and state does not make for irreligion or lukewarmness in matters of faith, but the contrary. Despite what some foreign critics have said, the people of America are essentially religious and idealistic. The great reform movements that have swept the country from time to time prove it. Our National Legislature, as well as the legislatures of many of the States, are opened with prayer for divine guidance. It was the philosopher and scientist, Benjamin Franklin, who first inaugurated a movement to have a regularly appointed chaplain for Congress. The fathers of the Republic were religious men. Upon our coins is the significant sentence: "In God we trust." Particularly significant is this declaration when it appears upon the coin bearing the portrait of Abraham Lincoln, whose love of God, country, and fellow man so illumined his life. In the greatest of his public utterances he voiced his faith and hope in God.

Love for one's native land can not be too often impressed upon the nascent mind. There are some doctrinaires who profess to be "citizens of the world," but it is a vain delusion. The World War emphasized as never before in the history of mankind the meaning of nationality, the love of one's native land. When the flag goes by the patriot's heart thrills with emotion, for it is the symbol of his country, his home and fireside, and all that he holds dear in this life. A

basic movement to-day is instruction in citizenship, the duty one owes to his country.

The way to combat Sovietism and Bolshevism is through enlightened public opinion, through ideas based upon sound training in economics and political science. Lofty ideals of patriotism will always give a dynamic force to our views. Love of country is the fundamental principle of citizenship.—H. R. Evans.

ONE-FIFTH THE POPULATION IN PUBLIC SCHOOLS.

One-fifth of the total population of continental United States is enrolled in public elementary and secondary schools, according to figures for 1920. An enrollment of 21,578,316 was reported for that year to the Bureau of Education by the departments of education of the several States, and the total population was 105,710,620, according to the Federal census. Three-fourths of the pupils enrolled in public schools, or 16,150,035, are in average daily attendance. On a day on which the schools are in session more than 15 per cent of all persons in the United States are receiving instruction in the public schools.

But more than one-third of all persons from 5 to 18 years of age are not in school on any given day. Of 27,728,788 persons 5 to 18 years of age, 78 per cent, or 21,578,316, are enrolled in public schools, but only 58 per cent of the number 5 to 18 years of age are in average daily attendance, namely, 16,150,035. It is estimated that 2,084,642 children, or 7 per cent of all those 5 to 18 years of age, are enrolled in private and parochial schools. Assuming that the rate of attendance in those schools is approximately the same as in public schools it appears that about 36 per cent of the children of school age are absent from school on any given day.

The average length of term of all public elementary and secondary schools in 1920 was 162 days. Each pupil enrolled was in average attendance for 121 days. The total schooling received by the children of school age was obtained by 85 per cent of such children enrolled in public and private schools who attended for an average of only six school months of 20 days each. This assumes that the length of term in private schools was approximately the same as in public schools, as is probable.—Florence Du Bois.

Students at the University of California manage and direct both the business and the artistic department of their theater undertaking. Stage, scenery, drops, lighting and curtain are all made by students.

MEDICAL INSPECTION FOR ITALIAN SCHOOLS.

All schools in Italy, public and private, as well as children's asylums, are now subject to regulations for the control of communicable diseases. At the beginning of each school year every school receives medical inspection. A medical inspector also visits each school once a month. Any pupil suspected of having a communicable disease is excluded from the school until a definite diagnosis has been made. The principal of a school may exclude a child temporarily until the school physician has seen him. Teachers are required to report any case of suspected eye or skin trouble. An outbreak of disease may result in closing of the school, if this is recommended by the school physician. Children who are in danger of becoming tuberculous receive special attention. Classes for such children are formed whenever a large enough number of "pre-tuberculous" children are found in a community. Vaccination is compulsory.

SCHOOLS CLOSED FOR TRIVIAL REASONS.

That schools should begin and close regularly at definite hours and that they should continue uninterruptedly throughout the term are elementary points in administration that are usually taken for granted. But in one of the surveys by the general education board it was found that in some places schools are closed for trivial reasons. In one county a trustee closed the school because his son was ill and he did not want the boy to fall behind the other children, therefore the school had to wait until the trustee's son was well. In another school the teacher closed school for a week while she went to a neighboring city to do her winter shopping.

SCHOOL CREDIT FOR OUTSIDE INSTRUCTION.

Students in Denver high schools who carry work in the regular music courses offered by the school receive credit toward graduation for instruction received from private teachers also. Such outside lessons must continue for a full school year of 38 weeks, and practice must occupy at least six hours a week. The parent or guardian and the private teacher must each make a signed report for each semester on the number and duration of the lessons and the time spent in practice. Credits in music earned at school and outside may not amount to more than one unit during the year.

CONGRESSIONAL INDORSEMENT OF AMERICAN EDUCATION WEEK.

Typical Expressions by Members of the United States Congress— Testify to Interest in Education and Willingness to Aid in National Campaign for Its Advancement.

I heartily approve of promoting an American Education Week, and if I can be of any service will be pleased to assist.—*L. Heisler Ball, United States Senator (Delaware).*

Answering your letter of recent date, I have referred it to Senator Capper, publisher of the Topeka Daily Capital and a number of weekly papers, and urged him to say something about the educational week. I am glad that you are taking up the question of Americanization, citizenship, and patriotism. I think the question of Americanization has been delayed too long.—*Charles Curtis, United States Senator (Kansas).*

I heartily approve and am taking the matter of American Education Week up with our local papers.—*N. B. Dial, United States Senator (South Carolina).*

The movement you advocate is one to which I may and do very heartily subscribe.—*Andrieus A. Jones, United States Senator (New Mexico).*

I shall, of course, be very glad to render any service in my power.—*Medill McCormick, United States Senator (Illinois).*

I shall give my earnest support to any question which will be of benefit to our people along the lines of educational work, and shall gladly indorse the campaign for an American Education Week.—*Tasker L. Oddie, United States Senator (Nevada).*

I shall be pleased to cooperate with the Governor of Wyoming in every possible way in the matter of an American Education Week.—*Francois E. Warren, United States Senator (Wyoming).*

I have your letter of October 11 telling me of your plans for the American Education Week. I shall be glad to cooperate with you in this splendid undertaking.—*James E. Watson, United States Senator (Indiana).*

I have always felt that the public-school system of this country is the greatest institution we have, and I am only too glad to do what I can to further the development of our educational institutions. The voters of Maryland will have an opportunity to express their desires on a constitutional amendment designed to increase the number of schools in the State. I am supporting this

amendment and expect soon to make a public statement for the press of the State to this effect, and at the same time will publicly indorse the commendable effort of the Bureau of Education in promoting the American Education Week. I hope it will be a great success.—*O. E. Weller, United States Senator (Maryland).*

I shall be glad to give such assistance to the matter as I may be able to.—*Sydney Anderson, Member of Congress (Minnesota).*

You may be sure that I shall be glad to do all that I can to aid in stimulating an even greater interest in educational matters. I am thoroughly in sympathy with all movements giving special emphasis to the educational subjects that you refer to in your letter.—*Clay Stone Briggs, Member of Congress (Texas).*

You may be assured that I will take much pleasure in cooperating with your bureau in promoting American Education Week in every way possible. Do not hesitate to call upon me when you feel that I can serve you.—*Fred A. Britten, Member of Congress (Illinois).*

I will certainly be glad to indorse this movement.—*Edgard E. Browne, Member of Congress (Wisconsin).*

The school organization here is a very active one, and, as I am informed, are taking a very active interest in this week, and I will try to promote the interest by indorsement in the local newspapers.—*Theodore E. Burton, Member of Congress (Ohio).*

I shall, indeed, be very pleased to do all that I can to make the American Education Week a success in my county, Luzerne County, Pa. My father was connected with educational work and I am a member of the Committee on Education in the House. I am on this day taking up with the authorities in my county the question of bringing the subject matter of your letter to their attention.—*Clarence D. Coughlin, Member of Congress (Pennsylvania).*

I will be glad to cooperate in making the week a success.—*S. W. Dempsey, Member of Congress (New York).*

I will be glad to give the campaign such assistance as I can.—*Fred H. Dominick, Member of Congress (South Carolina).*

I shall be very glad to do anything in my power to help promote the American Education Week.—*Hamilton Fish, Jr., Member of Congress (New York).*

I assure you that I am in hearty sympathy with your work and will be glad to cooperate.—*B. K. Foelt, Member of Congress (Pennsylvania).*

We can not dwell on the benefits of Americanization and education too much these days. Anything I can do to promote the movement in my State I assure you I shall be most happy to do.—*Ira G. Hersey, Member of Congress (Maine).*

I will speak to the newspapers about American Education Week before I leave for Washington.—*Julius Kahn, Member of Congress (California).*

I will be glad to do what I can to give this matter publicity in my district and lend such assistance as I can give.—*Edgar R. Kiess, Member of Congress (Pennsylvania).*

I assure you that I shall be pleased to assist in any way that I can in this meritorious work.—*Walter W. Magee, Member of Congress (New York).*

I assure you that I will do everything possible to assist the campaign for an effective American Education Week. It is a good cause and will undoubtedly receive the strong support of all good citizens.—*Luther W. Mott, Member of Congress (New York).*

When the proclamation is issued by the President I will be very glad to give your National Education Campaign my hearty indorsement and such publication through the newspapers of my district as may be possible.—*F. F. Patterson, Jr., Member of Congress (New Jersey).*

I am happy to say that the American Education Week has my hearty indorsement. You know that I have long felt that a program such as you propose would be one of the worth-while things in which our executive departments could engage. Special emphasis should be laid upon Americanization, patriotism, illiteracy, and physical education. Command me in any manner that I can be of assistance.—*John W. Rukey, Member of Congress (Illinois).*

I shall be glad to do whatever I can to advance the cause of American Education Week.—*John Jacob Rogers, Member of Congress (Massachusetts).*

I am very glad to learn of this movement and indorse it highly.—*H. Steenersen, Member of Congress (Minnesota).*

I shall be very glad, indeed, to do anything that will make this a success.—*Zebulon Weaver, Member of Congress (North Carolina).*

I will be glad to cooperate in promoting the American Education Week and will take the matter up with our local papers.—*James P. Woods, Member of Congress (Virginia).*

HEALTH SERVICE IN CITY SCHOOLS

Joint Committee of National Education and American Medical Association Presents Report—One City Spends \$8 a Year for Health Work Per Child.

To show typical conditions in health work done by city schools, the joint committee on health education of the National Educational Association and the American Medical Association has published a report on various phases of school health service in cities and towns of more than 2,500 population. Of 341 school superintendents answering the questionnaire issued by the committee, more than half represented cities of between 10,000 and 25,000 people. Thirteen answered for towns smaller than 10,000, and the rest, 155, for cities larger than 25,000. Forty-six of these cities have populations greater than 100,000.

Two hundred and seventy-one cities report an appropriation for health supervision and physical education, only 11 cities reporting that nothing is spent for this work. The highest amount spent annually for each child is \$8, paid by a western city of a population between 50,000 and 100,000. The median sum paid annually for each child is \$1.37, and about one-third of the cities reporting pay more than \$2. Cities having a population of less than 10,000 and cities between 50,000 and 100,000 pay a median of \$1.74 for this service.

The money paid for health supervision and physical education represents approximately 2 per cent of the total expenditure for education in the 265 cities reporting both items. Two cities having populations between 25,000 and 50,000 spend 8 per cent of their total education budget for health work, and 33, most of them between 10,000 and 25,000, spend less than 1 per cent. More than half of the cities reporting spend from 1 to 3 per cent of their education money for health purposes. The highest percentage is paid in cities of the Great Lakes region, where 2.56 per cent of the school money is devoted to health supervision and physical education, and the lowest percentage is paid in cities of the South, where only 1.93 per cent of the school money goes for health education.

For the control of communicable and other acute diseases, 321 cities inspect pupils daily. In more than half of these

cities the teacher is responsible to the principal for this work. The principal reports to the school nurse, and the nurse to the school physician. To discover physical defects 197 cities give a physical examination once a year to every pupil in the schools. Fifty-six cities give such examinations twice a year.

Hospital and clinic facilities for the correction of defects among school children are generally insufficient, according to the answers from more than 300 cities. Nearly half of the cities reporting have insufficient clinic facilities or none for the correction of visual defects and removal of tonsils and adenoids, and more than half are lacking in proper arrangements for the correction of dental defects. Dental clinics are maintained in 237 cities. These are located in public schools in 117 cities. In others they are at the office of some philanthropic agency, in medical schools, at the office of the board of health, or at the office of a local dentist.

School budgets in 132 cities provide money for remedying children's physical defects by dental care, school lunches, removal of adenoids and tonsils, furnishing eyeglasses, etc. In 153 cities no money is provided for this purpose. However, most schools receive assistance from outside agencies caring for pupils' health. Boards of health and various private agencies assist in 202 cities. Only 68 cities report that no outside agencies help to pay the expense of health care of school children.

Health teaching is given in all grades in 226 cities, and in many cities it is correlated with other subjects. One-third of the cities reporting correlate health teaching with physical training. Daily inspection for health habits is a practice in 219 cities, while 99 cities report that they do not have such inspection. Of the cities which have daily inspection, 119 report that the results of inspection of pupils are checked on individual cards. All the grades of the elementary schools are inspected in 70 cities. Teachers inspect and check the health habits of pupils in nearly all the cities reporting. In a few cities the school nurse, the parents, the school nutrition worker, and other pupils assist in this work.

Pupils are weighed by the school authorities in 271 cities. Nearly half of the cities report that the weighing is done monthly. In 62 cities it is done one a year; in 39, twice a year. The school nurse and the regular teacher generally do the work of weighing the pupils. Underweight pupils are placed in nutrition classes in 167 cities, more than half of the cities reporting on this question.

SCHOOL DENTAL CLINIC IN MASSACHUSETTS TOWN.

Public Health Association of Hopkinton, Mass., Has Maintained Clinic Since 1919—Many Parents Think Children's Teeth Require No Attention.

By FRANCES G. MARTINDALE,
Hopkinton Public Health Association.

The dental clinic at Hopkinton was opened through the sale of Christmas seals and a tag day. With the proceeds of the tag day dental instruments were bought. The chair, engine, and one month's supplies were loaned by a local dentist.

The clinic started business on May 10, 1919, and continued until the close of school in June. The dentist gave his services the first year, and the money for supplies was taken from the treasury. A room in the high-school building was provided by the superintendent of schools.

The work of 53 pupils was completed in the short time that the clinic was open. One hour a day was the time given to the work during this period. The mouths of all these pupils were found to be badly neglected.

On November 10, 1919, the clinic was again opened in the high-school building and continued in operation two days a week until school closed in June, 1920. The hours were from 9 a. m. to 3 p. m. Two hundred and forty-six pupils received attention.

The only pupils treated were those who had never before employed a dentist. The expenses of the clinic were heavier that year, and the dentist, a local man, retired, was paid \$3.60 a day. This work of 1920 was also paid for from the proceeds of the Christmas seals. The expenses of the clinic amounted to \$259.29.

In 1921, through a gift of \$200 from the local Red Cross Chapter, a clinic room and office was rented.

In November, 1921, 100 children were registered at the clinic, which was open on Mondays and Thursdays from 1 to 4 p. m. Before May 18, 1922, the work on 216 pupils had been completed. With the exception of the first and second grades, much less work had to be done owing to the fact that many of the children had been treated in the previous terms.

The condition of the mouths of the pupils of the first grade was exceedingly bad. In conversation with the parents it was found that the 6-year molars are not considered permanent teeth and that therefore they do not need attention.

THE TREND IN HIGHWAY ENGINEERING EDUCATION

By T. R. AGG, *Professor of Highway Engineering, Iowa State College, Ames, Iowa.*

[An address delivered before the Second National Conference on Education for Highway Engineering and Highway Transport.]

Prior to the year 1910, highway engineering instruction in American colleges and universities was confined almost entirely to the conventional courses in roads and pavements. A few institutions included in the instruction in surveying a few problems in highway or street surveying. In general, there was no attempt to differentiate highway engineering from general civil engineering.

A notable exception existed at Harvard, where the late Dean Shaler introduced a few elective highway courses in the civil engineering curriculum. Several engineers who now hold positions of the highest responsibility in the highway engineering field received their training under Dean Shaler.

The reason for the relatively meager treatment of highway engineering during the period prior to 1910 was that the highway problem was principally one of providing for horse-drawn traffic. While there had developed a considerable volume of motor traffic by the year 1908, the percentage of such traffic was small and did not constitute the controlling element in highway design or maintenance.

Unexpected Increase in Popularity.

The rapidity with which the motor vehicle increased in popularity during the period beginning in 1908 was entirely unexpected by highway officials and adequate maintenance developed slowly. In consequence, many miles of what had been considered substantial roads were seriously damaged before steps could be taken to provide suitable maintenance. An enormous maintenance problem therefore developed within a period of five years, and personnel for supervising the work had to be assembled and trained. Along with the necessity for maintenance, there developed an insistent demand for better road surfaces than could be provided by reconstructing existing roads and for great extensions of the mileage of surfaced roads. These demands necessitated the employment of personnel technically qualified to supervise the construction of high-class types of road surfaces.

By the year 1912 engineering schools had begun to react to the demand for engineers prepared for highway engineer-

ing by increasing the amount of highway instruction included in curricula. Since that time the importance attached to highway engineering instruction has steadily increased despite the constant debate on the desirability of permitting specialization in civil engineering. It is doubtless true that the opposition to the inclusion of strictly highway engineering subjects in the civil engineering curricula arose from opposition on the part of educators, who feared a loss of prestige for some of the older established lines of civil engineering or who doubted the wisdom of including options in the course of study.

Three General Plans Followed.

A survey of the present status of highway engineering instruction in the various engineering schools indicates that three general plans are being followed:

1. A certain amount of general highway engineering instruction is given through the medium of a course of the nature of the old standard one in "Roads and pavements," the amount of such instruction varying from two to five semester hours. It appears that a considerable number of institutions follow this plan.
2. A limited number of schools offer a four-year course in highway engineering, carrying a B. S. degree. Obviously such a course includes many subjects that are usually included in civil engineering.
3. Many schools include a definite amount of required highway engineering instruction in the civil engineering course and then offer a certain additional number of subjects as options open to senior students. The amount of required work varies from three to eight semester hours and the amount of optional work varies from three to six semester hours.

Required and Optional Courses.

Typical required courses are: Roads and pavements, highway design, road materials testing, and highway bridges design.

Typical optional courses are: Highway administration, highway drainage, highway specifications, and highway finance. In some schools certain of the courses listed above as required are optional and likewise some of the courses listed as

options are required, but the usual arrangement is as indicated.

Usual Character of Courses.

The content of the several courses of study seems to vary considerably, but the following will indicate in a broad way the usual character of the subject matter:

Roads and pavements.—Types of roads and pavement surfaces, methods of construction and maintenance, elements of design, and fundamental economic considerations.

Highway design.—Problems involving the actual working out of designs for roads and pavements, including establishment of grades, alignment, and slab thicknesses, and design of such details as curves, intersections, and warped surfaces.

Highway drainage.—Application of the theory of land drainage to highway drainage and consideration of the various accepted methods of highway drainage.

Highway bridges.—Application of the principles of structural engineering to the design of bridges and culverts for highway loading consideration of the types of structure usually adopted for highway improvements.

Road materials testings.—Laboratory work, covering the accepted methods of testing nonbituminous and bituminous road materials. Sometimes supplemented by lectures and recitations intended to emphasize the significance of the results of the tests.

Highway administration.—Highway laws, highway finance, methods of administration, organization of municipal and State highway departments, and day labor or contract construction organization.

Highway specifications.—Critical analysis of current specifications for road or pavement construction and practice in the writing of specifications for specific projects.

Highway finance.—Usually taught by the department of economics as an exposition of the principles of public finance.

Short Courses.

In order to bridge over the period during which an insufficient number of properly trained men are available for highway work and to enable ambitious men to prepare themselves for advancement, some institutions give intensive instruction in highway engineering during periods of two or three weeks. Courses of this character meet a real need, and when the subject matter is well chosen and presented with a regard to the limitations of those in attendance are of great value. They must be intensive, not too highly technical, and must be closely correlated to current

highway practice in the area from which the students are drawn.

Highway Engineering Graduate Courses.

A few institutions offer graduate instruction in highway engineering, and this field probably is susceptible of considerable development. Under the most favorable conditions it is impossible to go very far into the ramifications of highway engineering during the undergraduate years, nor is it probably wise to attempt to do so. Highway research is beginning to receive the deserved attention and presents a virgin field for graduate study. It therefore follows that highway engineering graduate work should for many years to come offer an attractive field for engineers who wish to avail themselves of the undoubted advantage that accrues from graduate study.

In order to make available to practicing engineers the opportunity for graduate study, some institutions offer the graduate work during a period of six or eight weeks during the winter. This enables engineers to attend during what is usually their slack season. But in any case the graduate courses should be available during the regular collegiate year.

Results and Probable Developments.

From time to time various organizations engaged in the promotion of highway improvement have urged the educational institutions of the United States to train men for highway work. There is ample evidence that the requirements for success in the highway engineering field will become more rigid as practice conforms to the underlying basic principles involved. This is indicated by the fact that notable progress has been made in the science of road building since trained engineers have been placed in responsible positions.

The conclusion is reached that the road-building program of the United States will require a large number of new engineers annually for many years and that the field is a promising one for ambitious men. Consequently, educational institutions will do well to plan to meet this need for properly trained men.

Summary.

The trend in highway engineering instruction seems to be toward a system whereby certain fundamental courses are required of all civil-engineering students. In general, this amounts to about five semester hours. Supplementing the required work there is offered about an equal amount of optional highway engineering instruction for men who wish to specialize in the subjects.

It seems to be assured that the need for additions to the supply of trained highway engineers will continue for a long time.

Short courses to fill a present need have been successful in many institutions and may extend through a week or through as many as three or four weeks.

Graduate work in highway engineering is being developed rapidly and affords a real opportunity for educational progress.

AN "ADJUSTMENT ROOM" FOR INDIVIDUAL ATTENTION.

Children in the elementary grades who are mentally normal but have difficulty in making progress in reading, writing, or arithmetic are given individual attention in an "adjustment room" conducted by the Southern Branch of the University of California. If mental slowness or poor vision is the cause of failure, the child is not placed in the adjustment room, which is intended only for children whose failure is caused by some difficulty which can not readily be found by the class teacher. Data are collected from former teachers and the child is given psychological tests in an effort to diagnose the trouble. Often a child is very bright but is unable to do group work.

Children do not spend the whole day in the adjustment room, but attend their regular classes part of the time. If a child has difficulty in one subject only, he is sent to the adjustment room while his class is having that subject in the classroom, and such children usually can return to the regular class work before many weeks. The time spent in the adjustment room depends upon the individual needs of the pupils. Some require a few weeks of work, while others stay for months. About 60 children come and go in the course of the day, but they are never all in the room at the same time.

MANUFACTURERS AND EMPLOYERS EQUIP TECHNICAL SCHOOL.

In the new technical school just established at Rugby, England, the apparatus and equipment with which it is furnished was specially made and presented by the British Thomson-Houston Co. The school has been equipped throughout, so far as machinery, gear, and scientific apparatus are concerned, by large employers in this important center of engineering. It is claimed that the electrical section of this school is as complete as anything of its kind in England.—G. W. A. Luckey, Specialist in Foreign Educational Systems.

MUSICAL INSTRUMENTS LOANED TO BEGINNERS

Children in Los Angeles Schools May Borrow Instruments from Two to Five Months Practically Without Charge—Many Elementary Schools Have Orchestras.

More than 1,800 boys and girls of Los Angeles elementary schools play in school orchestras. One hundred and eighteen elementary schools have orchestras, and hundreds of boys and girls in these schools are learning to play various instruments, so as to be ready to take the places of the pupils who will be graduated soon. Many of the instruments are bought from the proceeds of concerts given by the combined orchestras of these schools. These instruments and some that have been presented to the schools are loaned to boys and girls for a period of from three to five months. Eighty-nine instruments are loaned in this way, without any cost to the pupils, except a small sum to pay for repairing, sterilizing, etc.

The opportunity to borrow an instrument to begin on has enabled many pupils to study music who otherwise could not have done so. Many parents are willing to pay for instruction, but do not wish to buy an instrument lest the money be wasted if the child gives up the lessons.

Some of the school instruments have been in 10 or 12 homes, and some of them are used by two children living in the same neighborhood, so that the 89 instruments have already reached several hundred boys and girls.

NIGHT WORK OFFERED IN SMALL CITY.

Classes for men and women who wish to study outside of work hours are held by the Independence Institute of Arts and Sciences, Independence, Mo. Courses are offered in social service, mothercraft, normal training for kindergarten and primary teaching, religious education, engineering, and commercial subjects. High-school graduation or its equivalent is required for entrance to the institute courses, but preparatory courses are offered for students who are not qualified for regular entrance. A diploma is issued to every student who completes satisfactorily the requirements for graduation; a full course takes about two years. The school is nonsectarian and only nominal fees are charged.

EQUITY IN EDUCATIONAL OPPORTUNITY.

**Equality of Men Embraces Neither Body, Mind, nor Estate—
Equality of Opportunity the Foundation Stone of Democracy—
Marked Inferiority of Rural Schools.**

By H. R. EVANS.

According to the dictum of Thomas Jefferson, as expressed in that grand old document of American liberty, the Declaration of Independence, "all men are created equal." It is a superb declaration of human rights, but in an age of science like the present, when everything physical and psychical is subjected to rigid analysis, we have to take the immortal sentence of the great statesman with a pinch of salt. From a scientific standpoint, all men are not created equal, either in body, mind, or estate. Inequality is the law of nature. But what Jefferson evidently had in mind was "equality of opportunity," which is the very bedrock of democracy. If "equality of opportunity" be the basis of democracy, then it applies with peculiar pertinency to education, higher as well as elementary. In a contribution to "Educational Administration and Supervision," for October, 1922, Prof. B. F. Pittinger, of the University of Texas, says:

Democracy in education like democracy everywhere consists in freedom and equity of opportunity. In this case it is educational opportunity which must be equitable and free. Freedom of educational opportunity is rather satisfactorily provided in the publicly supported school systems of our American States. But equity of opportunity is much less satisfactorily provided. In fact, there seems to be dispute as to what "equity" in this connection means. It seems often to be confused with *sameness*, as if signifying an identity of educational opportunity, both in kind and in degree. This, however, is clearly an impossible conception, and one which is inconsistent with the accepted connotations of the term. This meaning is permissible only if children are alike by nature and if their energies are directed toward similar goals. But such an assumption is opposed to fact. Equity of educational opportunity must mean variety of educational provisions because the needs and abilities of children differ and because their goals in life are different. It means such variety of opportunity as is provided in a rich and well-constructed course of study in the school.

Not always, however, does variety of opportunity mean equity. There is conspicuously evident in our country to-day a type of variation which is deplorably undemocratic, because it leads to radically unequal educational advantages. We have reference to the almost phenomenal differences in educational resources presented by different communities and even by different States.

The inferiority of country to city schools is apparent to every one, and con-

sequently equality of opportunity is woefully lacking in rural schools as compared with urban schools. To keep the people on the soil, to check as far as possible the tremendous influx to the cities, rural schools must be made as good as city schools, not necessarily as regards sameness of curriculum but as affording equal advantages to pupils for life careers. The scientific study of farming presents many interesting and absorbing phases; community centers in rural districts can be made centers of culture and self-expression for the people to even greater extent than in cities, where the theaters and "movies" provide so many distractions.

The public school is adapted like no other institution for the making of citizens of the Republic. It should be the place where "hatred expires," where racial and religious intolerances have no breeding ground. "Wise and judicious modes of education," says John Adams, "patronized and supported by communities, will draw together the sons of the rich and the poor, among whom it makes no distinction; it will cultivate the natural genius, elevate the soul, excite laudable emulation to excel in knowledge, piety, and benevolence, and, finally, it will reward its patrons and benefactors by shedding its benign influence on the public mind."

Yes; equality of opportunity in education is the foundation stone of democracy. If there are defects in our educational system as regards this fundamental doctrine, they should be remedied as soon as possible. In city schools we find hundreds of children leaving before finishing the eighth grade, owing to economic distress. They must go to work in order to assist their parents in the great struggle of life. Here is one of the sore spots of our civilization. Continuation, or part-time schools, in some cities enable children of poor parents to continue their education, at least along vocational lines. But many "a mute and inglorious Milton" is kept in obscurity by poverty and gets no opportunity for expression. It would seem to be the duty of society to seek out these cases and remedy them if we are to make available for the Republic all the talent which it has produced.

SIX STATES REQUIRE BIBLE READING

In General No Comment is Permitted—Georgia Requires a Chapter to be Read Every Day—In Some States Bible is Declared Sectarian Book.

Daily reading of the Bible in public schools is required by law in six States—Alabama, Georgia, Massachusetts, New Jersey, Pennsylvania, and Tennessee. In all of these States, except Georgia and Alabama, the law prescribes that the reading must be without comment. Reading from both the Old and the New Testaments is required in Georgia, and only the New Testament is specified in the New Jersey law; the other States do not require any special part of the Bible.

The amount which must be read varies considerably. Georgia requires that at least one chapter be read each day; Pennsylvania and Tennessee require at least 10 verses each and New Jersey 5 verses. Massachusetts and Alabama do not specify the amount to be read.

At the written request of a parent or guardian a pupil may be excused from the Bible reading in Georgia and Tennessee. In Massachusetts a pupil whose parent or guardian informs the teacher in writing that he has conscientious scruples against it is not required to read from any particular version or to take any personal part in the reading.

The courts of California have recently decided that the Bible is a sectarian book and must not be employed in public schools. Similar decisions have been rendered in other States.

Six instructors will be employed for the summer of 1923 and postgraduate medical courses will be brought within the reach of every doctor in the State of North Carolina. It is expected that more than 500 will take advantage of the opportunity, according to Chester D. Snell, director of university extension of the University of North Carolina. The work was fully described in the September number of *SCHOOL LIFE*.

Students wishing to be admitted to the Cleveland School of Education must show that they stood in the upper half of their high-school class at graduation or they must pass rigid entrance examinations. More than 100 girls were refused admission this fall on account of these requirements.

EQUALITY OF OPPORTUNITY YET FAR AWAY

Contrast Between Advantages Enjoyed by City Youth and Those Offered to Rural Children—Consolidated Schools Utilize Energy of Community.

By J. F. ABEL.

OLIVER. Now, sir, what make you here?
ORLANDO. Nothing; I am not taught to make anything.

OLIVER. What mar you, then, sir?

ORLANDO. Marry, sir, I am helping you to mar that which God made, a brother of yours, with idleness.

—As You Like It.

And so Shakespeare voices the angry protest of an ambitious youth to his older brother against being "stayed at home unkept," denied training and education, and the "nothing so plentifully given him." It's a fundamental protest, the innate desire of young manhood to grow, to express itself, to take its place in life and life's activities, urged on by the knowledge that his older brother is kept at school and "report speaks goldenly of his profit." In the picture are all the elements of the situation that the people of the United States face.

The Fortunate Youth.

For the one young person there is the school system near at hand that takes him in his earliest years, directs his play, cares for his health, and surrounds him with interesting, beautiful things on which his mind may feed. Year after year, through grade after grade, in a healthful, good environment, it gives him mental and physical tasks fitted, so far as we now know how to fit them, for his stage of development and calculated to prepare him for the next stage. He is given a choice of many things to do and the "implements of knowledge" with which to do them. It is all closely connected, and he may move from each school to a higher one, until almost naturally he enters a university, itself a public school, graduates from it, and will probably succeed in life, because he has been "taught to make something." Through all his years of training he has the benefit of the knowledge and attention of people, a majority of whom are mature, professionally trained to recognize and meet his needs, experienced and practiced in the technique of teaching, and thoroughly conversant with the best facts in the branches they teach. He has constant association with mental and

physical equals, and through it may acquire social attitudes and the ability to mingle with and be acceptable to any group. He has opportunity to study, to feel, and to know at first hand opportunities in life and what they offer.

The Unfortunate Youth.

For another young person there is also a school, hardly a part of a system, small, isolated, independent alike of restriction and guidance, that offers him little of beauty or charm, an environment dangerous to his health and morals, and short, intermittent terms of instruction so disconnected as to be of little help to him or even positively harmful in forming any definite purpose or aim in life. He is given few things to do and the barest knowledge of how to do them, not enough to bring to him the joy of successful application and achievement. In his years of training and preparation he is taught by immature people, who know little or nothing of his needs, are probably not well versed in the knowledge they would impart to him, and have no idea of the best ways of imparting it. He has few companions and with them he may form wrong, unsocial habits. He has little chance to know what the world offers him in the way of opportunity.

There are three and one-half millions or more of children in the United States who are trying to get in little one-teacher schools such training as may become citizens of the Nation. Against the nothing so plentifully given them in those schools they should protest and are protesting. If in any future time of war or disaster the Nation should call on them for help they might answer, "We can make nothing. We are not taught to make anything."

Perhaps physical conditions make necessary some of the 186,000 little one-teacher schools. In a few places there may be no other way of giving children any training at all. In those cases they should be made the best of their kind. But there is no good reason for continuing most of these schools. They are the poorest in the system and offer the children the worst of an unfair deal. Wherever they have been removed and larger, intelligently planned schools set up in place of them, there has been a quick change from the lowest level of educational offering to the average or above. In some cases probably the highest type of school we have is being developed from combinations of little country schools. These larger schools, consolidated, centralized, graded, or union, whatever they are called, bring the wealth and energy of a community to bear in a very effective way in educating its children. They are taught "to make something."

SOME EXPERIMENTS IN PRESCHOOL EDUCATION

(Continued from page 59.)

being the case, educational procedure must be adjusted to that fact if it is to be scientifically based. Thus far preschool education has been represented mainly by the kindergarten. Since this called for a lowering of the age of school entrance, the kindergarten has already occasioned considerable adjustment. In focusing attention anew upon the preschool period the nursery school will not only reinforce the kindergarten but will aid in making further adjustments possible.

The nursery school will stimulate educational progress also by the new demonstration it is making of the kind of education that is appropriate for the preschool child. In this respect also it will reinforce the kindergarten conception that education is the directing of children's progressive development instead of instructing them in the tools of learning. From this standpoint children's interests and activities form the point of departure, and the school arts are learned as means by which children express their ideas. With such a motivation for the learning of the three R's their mastery becomes a pleasure instead of a task.

The recognition of the importance of the early years will contribute also to another much-needed change. If the education of the 5-year-old child is as important as that of the one of 15, what justification is there for expending two and one-half times as much for the latter as for the former? Statistics show that throughout the country the per capita expenditure of the high-school child is two and one-half times that of the elementary child. The fact that so small an amount is spent on the elementary schools is the cause for the large number of failures, the amount of retardation, and the consequent early withdrawals from school. There is abundant evidence to show that the later work is poor in large measure because the beginnings have not received adequate attention. If the experiments in preschool education now in progress can aid in securing better facilities for the children in the elementary school they will have rendered a worthy service.

A theater owned and operated by the University of Rochester will be opened this fall as a unit of the Eastman School of Music, a department of the university.

The board of education of New York City has submitted a budget calling for an expenditure of \$95,600,000 during the coming year.

PHYSICAL EDUCATION IN PUBLIC SCHOOLS

(Continued from page 49.)

Physical education is not a new thing. The Greeks appreciated its value. In the educational programs of Athens and Sparta physical education had a very prominent place. In the Middle Ages some form of physical training entered into the preparation of young men for knighthood, but the physical education of the great multitude was neglected, just as every other phase of their education was neglected. Following the Renaissance, the cloistered scholars who rediscovered the works of the old masters of Greek and Latin literature assumed that the important thing in education was the study of what the Greeks thought; they did not attempt to emulate the Greeks by doing what the Greeks did. The medieval scholars were bookish in their tastes and would rather browse among ancient manuscripts than undertake athletic exercises.

Puritans Frowned on Play.

The church rather encouraged the humbling of the body as an aid to the exaltation of the soul. After the separation of the Protestants from the Catholic faith, the Puritans went even further in frowning upon play and all physical activities except work. They carried over the same intense respect for books and bookish training. These ideals were carried to America by the New England forefathers; consequently physical education had no place in the education of the colonial children. Physical education had to work its way out from under the shadow of eclipse during the Middle Ages; it had to establish itself anew in America. It was a hard struggle, but victory is coming at last.

Growth of Physical Education Inevitable.

Changes in the social and economic life of our country have made physical education inevitable. In 1790 only 3 per cent of the population of America lived in cities. The last census showed an urban population of 53 per cent, the growth of urban population during the previous decade being about 5 per cent. For the last 130 years America has been renewing her vitality through the contact of her people with nature in the forests and open country. The American people, however, are no longer a rural people. The physical activities and opportunities of the open country are no longer possible for a majority of them. The growth of cities and the development of industrialism in America compel us to develop a system of physical

education to take the place of the recreational and educative opportunities of outdoor life.

Develops Vitality to Meet Growing Needs.

What are the needs of the American people which physical education can meet? First of all is the need for vitality—for the conservation of the vital energies with which the individual is endowed and for the improvement and increase of the original store of vitality. In the work of the twentieth century we can not afford to waste vitality, neither can we be contented with the vitality we have inherited. It is necessary for us to develop greater vitality to meet the growing needs of life and to supply the energy necessary for the tasks of the twentieth century. A physical education program that contents itself merely with prevention of the waste of vitality is not sufficient to meet the need. A program that deals only with hygiene and health habits falls short of the requirement of the times because vitality needs to be restored as well as conserved.

The program must therefore present activities, particularly big-muscle activities, which supply the vitality needed to offset the effects of the narrowing and cramping industries of our city life. Big-muscle activities are needed by the man who works during the day only with the muscles of his fingers or hands. They are needed to secure the proper development of the nervous systems of our boys and girls, to bring about co-ordination of mind and muscle. The development of coordination will not wait until the individual reaches the age of 20 or 25. The development of the nervous system takes place largely in youth, so postponement of big-muscle activities means that the nervous system will never be properly developed.

Training in Health Habits Needed.

Of course, attention must be given in any adequate program of physical education to informational hygiene and training in health habits. However, informational hygiene is not sufficient. The health plays and stunts do impress certain health facts upon the mind, but it is the application of hygiene to daily living that is important. Just as we may train boys to wash their hands, comb their hair, and brush their teeth, so we may train them to care for their bodies in other desirable ways. It is a long and trying process to develop such habits, but the physical education program must include such training.

Physical education, through organized activities, must also tend to raise the

level of sportsmanship and develop right ideals of play and recreation. The social value of activities must not be overlooked. Good sportsmanship on the playfields may be carried over into after life. One of the greatest needs of the industrial world to-day is that of good sportsmanship and cooperation. I believe that we may develop on the playfields of America much of that sportsmanship that is needed for the successful organization and conduct of American industry.

Provides for Worthy Use of Leisure.

Physical education will also provide for the worthy use of leisure in later life. We live in an iron age, an age of machinery, specialization, and narrow skill. The working day of the laborer is becoming steadily shorter. He has more time on his hands. If the leisure which modern industry affords to the working men and women is used for dissipation, then leisure will prove a curse rather than a blessing. However, leisure may be a very great blessing if it is devoted to recreation activities that will improve the vitality of the individual. Physical education should lead the worker to spend his leisure time in worthy recreational activities.

In California, in 1917, we decided that it was necessary for us to take hold of the physical education movement and direct it along sound educational lines. In that year the legislature passed a bill providing that physical education should be compulsory. We have been working under that law for almost five years. The bill had its origin in a study of the results of the draft, which showed that 29.85 per cent of all the boys included in the first draft were physically defective. It was about this time that compulsory military drill in the schools was being advocated. We found that military authorities were in agreement with us as to objectives to be attained, so it was not difficult to convince them that physical education rather than military drill was needed to attain these objectives. Thirty minutes a day of physical education was prescribed for pupils in elementary schools and at least two hours a week in high schools. The same legislature passed a law providing for health supervision. These two acts constitute the basis of the program of physical education in the State.

Three Elements of Physical Education.

Mr. Clark W. Hetherington, who was our first State supervisor, in presenting the program, outlined three elements of physical education: (1) The constructive element, introducing physical activities; (2) the productive or creative element; (3) the development of capacity for self-

direction. It is our belief that in giving boys and girls physical education we may develop real capacity for self-direction.

At first many of our teachers, brought up in a bookish atmosphere, could not grasp the idea underlying the program. During the past four years, however, by introducing the physical education program in our normal schools and summer sessions, we have been able to interpret to the teachers something of the spirit of physical education. Our hardest problem was to introduce the program in the rural districts. A recent report which we have compiled shows that at present we have 12 counties in the State employing full-time supervisors of physical education, 28 counties having full-time district or city supervisors of physical education, and 8 counties having part-time supervisors of physical education. This report shows a total expenditure for salaries of teachers of physical education last year of \$866,125. We are expending on physical education approximately \$1,000,000 during the present year.

The California program which I have outlined has justified itself with the public. Its progress is highly encouraging. Our boys and girls are more healthy and more active than at any time in the previous history of the State. A county superintendent who was one of the hardest to convert to the program recently sent in most favorable reports on the working out of the program. Most of the superintendents have expressed themselves as pleased with the progress made.

Physical education has a very definite place in the program of education; it is entitled to a definite time allotment and to definite supervision; its aims, purposes, and methods should be included in the course of training of every teacher sent out to teach in the public schools of America. Physical education means greater vitality for the American people, better spending of leisure. It means the socialization of young people, their preparation for living and working together. A program of physical education that will realize these aims has a large place in the program of education of the United States of America.

Foreign residents of the City of Mexico are taught Spanish free by the department of public instruction.

In honor of James Whitcomb Riley, the Hoosier poet, Indiana schools observed the week of October 1-7 as Riley Memorial Week, as suggested by the proclamation of Governor McCray. On October 7, Riley's birthday, the cornerstone was laid for the James Whitcomb Riley Hospital for Children.

HOW TO DO WELL IN YOUR STUDIES

A Good Beginning is Essential— Systematic Habits Once Acquired Will Last Through Life—Deter- mination and Concentration Will Do the Rest.

By E. O. HOLLAND, *President State College of Washington.*

If you want to do well in your college studies, you must begin well, you must be sure to master thoroughly the daily tasks assigned to you during the first four weeks of the freshman year. If you can get the first month's assignments in all your studies so that they are a real part of your knowledge and thinking, you have taken the first great step toward success and happiness in your college career.

The first four weeks' work can not be thoroughly done unless you are present at every recitation and listen attentively to the questions and discussions. In addition, you must be able to get thoroughly each day's work. Do not miss a single day of study; go into each classroom with the idea that you will be called upon to answer all the questions and that you can do so without difficulty. When the questions are asked by the instructor think quickly and see if the answers you have in mind are correct. If you discover your answers are wrong or only half right, you may be sure you have failed to give enough time to your assignment, or, worse still, you have not learned to study and to know when you have your lesson.

Apply Simple Rules of Study.

You must be able to apply some of the simple rules of study if you are to succeed. If you do not, you will do poor work and much of your effort will be wasted. The best brain in the world is one that learns quickly and keeps what it gets forever. The second best brain is the one that learns rather slowly, but keeps the information a long while. The poorest type of brain is one that learns very slowly and forgets quickly. Very few of us have the best type of brain, but most of us possess the second best type, which we must use so we can get the greatest service from it.

Such a brain will not work well unless we help it all we can. It must be trained. President Eliot, of Harvard, has said that the greatest thing to get in college is the trained capacity for mental

labor, rapid, intense, and sustaining. He adds: "It is the main achievement of college life to win this mental force, this capacity for keen observation, just inference, and sustained thought."

Now, let us ask, how can we acquire this trained capacity? The psychologist has answered the question.

1. Have a fixed time each day for the preparation of each lesson. Do not let anything break into your schedule of work. Follow a fixed schedule of study for a month and you will be likely to follow it for four years.

2. Study the lesson as a whole to get a general idea of its content, and then go back and analyze it carefully. Ask yourself questions about the lesson and try to answer these questions. Challenge any statements you do not understand and then see if you find justification for them in the lesson.

3. Make a synopsis and visualize it so that the relationship of the various parts is clear in your mind.

4. At all times work with concentration. Get into the study with a determination to understand every part clearly so that you individually could answer all questions that might be asked by the instructor, or you could stand before the class and explain the lesson in detail. An hour of concentration is worth a half day's time spent in study when you are not giving it your best interest. Others have made fine records in this work—so can you.

5. Occasionally review the past month's or week's work; see if you understand it and can make a summary of the essential points.

6. Make yourself assume the attitude you would have if you were playing tennis, basketball, football, or any other game. Go in with all the interest, concentration, and drive you possess. You want to win in play; be victorious in the intellectual challenge that has been thrown down to you. Don't be a quitter, and don't be a second rater.—*The Cougar.*

ALASKA TEACHERS ACT AS HEALTH OFFICERS.

Employees of the Alaska Native School, Medical, and Reindeer Service are authorized to act as health officers when there is no local board of health in the vicinity. It is the duty of health officers to comply with the territorial rules and regulations for the isolation and quarantine of contagious diseases, to report monthly, on blanks provided, all cases of contagious diseases occurring in their respective villages, and to comply with requests of the commissioner of health for Alaska.

JOBS FOR TRAINED MEN IN HIGHWAY TRANSPORT WORK

Enduring Traits of Human Character More Essential Than College Education—Experience as Salesman Beneficial in Any Kind of Work—Opportunities in Manufacturing Plants and in Operation of Motor Vehicles.

By C. C. HANCE, Vice President National Automobile Chamber of Commerce.

[An address delivered before the Second National Conference on Education for Highway Engineering and Highway Transport.]

The university which establishes special courses in highway transport quite rightly asks the question, "What opportunities are there for our graduates in the long run?" and more definitely, "What jobs are they likely to find in the field of motor transport immediately upon graduation?"

I shall try to answer both of these questions briefly and directly, but to do this completely I must first indicate for a moment something of the extent and history of the automobile industry.

It is perhaps relevant to say that the automotive industry within the space of its short manufacturing career has advanced until it is to-day third among the industries of the United States in value of annual output, affording annual employment to some 2,431,000 employees, who earn their wage either in the output of the car itself or in producing the materials which go into the vehicle. Of this number some 600,000 are in the industry itself.

One Car to Ten People.

To-day there are some 10,500,000 motor vehicles in the United States, or 1 to every 10 people in the country. The total world registration is but 12,500,000, so that it appears at once that 88 per cent of the cars now in use are in this country. Of this total some 87 per cent are manufactured in the United States.

No man here to-day can forecast fully the directions which the use of the motor vehicle will take. Each day finds some new place for it. Each day the social and economic influence of the car extends into some new field and throughout the world the instinctive human desire for individual transportation asserts itself in the demand which we see reflected in a constantly growing use.

This development has taken place within a decade and, like every new development in our civilization, it has brought in its wake new questions, or rather old questions demanding new an-

swers. The swaddling clothes of the infant will not fit the growing boy. The advance in 10 years from 600,000 to 10,500,000 cars brings with it new requirements in methods, whether they be legislative, industrial, or financial in nature. New practices, new customs are before us, and only trained men can give us the key to their solution.

Limitations as Old as Human Nature.

Before we can give a categorical answer to the question of what the field of opportunity is in this industry, however, certain conditions must be laid down which will be recognized by every educator as limitations older than education itself, as old as human nature.

College education in itself is not the be-all and the end-all. Behind college education there must be those enduring traits of human character which are always essential to success. Perseverance, intelligence, honesty, willingness to learn, and to work are fundamental. The textbook must be supplemented by the overalls.

University training supplies the spiked shoes, but every man must start at scratch, and in the long run the best will win.

Industry Entering New Phase.

Further, it must be recognized that the industry is but now entering upon a new phase in its development. Initially, the manufacturer was concerned with evolving a practical motor vehicle. Next, he found it necessary to develop manufacturing facilities adequate to meet the enormous immediate public demand.

This accomplished, he has arrived to-day at the point where the motor vehicle has become a major unit in transportation, requiring minds of varied training in such fields as civil, chemical, metallurgical, and electrical engineering, economics, business administration, and finance, research in physical and com-

mercial lines, and many other branches, including public service.

The industry is in the pioneer stage of this step in its progress. It will proceed rapidly or slowly according to the recognition which educators give to the magnitude of the educational need involved and according to the facility with which university and industry learn to work together in this common cause.

University Man Must Begin at Bottom.

The question again becomes one of personality. The university man must be willing to begin at the bottom and must display the ability to grasp the opportunity afforded.

The matter of securing employment is an operating detail which will be worked out as the quality of the college graduate demonstrates his fitness for the job.

What is the Job?

If the man's training has been in the field of highway construction, the question of where such jobs are to be found is one which Mr. MacDonald can answer, a matter not directly related to the automobile industry.

On the other hand, if a man has taken courses preparing him either for work within the factory or in the uses of motor transport, he should be able to find his place somewhere in the automobile industry.

When he first comes out of college he may get a job with a research department and find that he is a salesman. It is altogether probable that he will not be put on the exact type of work that he ultimately wishes to perform when he first goes into the factory. He may be taught something about the field and then sent out on the road for a month or two. No matter what section of the work particularly appeals to him, he is always sure to benefit from some sales experience. He must learn to bear in mind that motor transport is a means, not an end. The answer to the value of every type of design is, "Does it please the user?" "Is it of greater value to the man who is operating a car or truck?" Actual experience in selling is one of the greatest possible schools teaching practical conditions which the designer must face. Many a beautiful design has been worked out in a laboratory which would not stand the test of the open road.

Two Classes of Opportunity.

The field of opportunity, however, may be outlined as follows:

Broadly speaking, it can be divided into two classes, those within the manufacturing plants themselves and those in the extension of motor transport.

The first class offers a field of opportunity in five distinct divisions. Re-

search and design is the first of these. It affords a limited field in every factory where the services of a chief engineer and assistants will be required at salaries on a parity or higher than those of similar employment in other large manufacturing industries.

Among the problems with which men of this type will have to deal may be enumerated the following:

Development of light metals with high tensile strength.

Designing of carburetors which will reduce fuel consumption.

Improvement of braking and spring facilities.

Building of a simpler transmission.

Advance in headlighting system which will obviate glare.

Simplification of construction.

Development of equivalents for existing materials.

Fabricated production is the second phase. Here, again, the field is limited, but obtains in every factory. The chief problems involve questions of serial and mass production. The men in charge must be equipped to bring about modifications in factory practice to meet with changing requirements of design and to effect economies in production. The educational requirement is a study in engineering.

Purchasing Agent Must Know Materials.

Purchasing is another field which is common to all factories and requires the services of at least one highly paid man and assistants, whose salaries will depend upon the size of the factory. These men should be thoroughly grounded in business practice and, preferably, should have an engineering knowledge of the materials which they buy. They must also have an understanding of economic trends.

Sales and extension work is one of the largest fields of employment in the salaried field in the industry. Compensation there, as in all sales fields, depends directly upon the ability of the man. In general, the applicant should know the principles of psychology, business practice, and economics. If he is in the motor-truck field, especially, he will have to have a thorough knowledge of economic trends.

The fifth and last field is a specialized one—the highway transport engineer. This man should be both an engineer and an economist. He is, in fact, a glorified salesman, who must be able to map out selling campaigns on a mass scale dependent upon the growing field of highway transport, as, for example, in the use of the motor bus in connection with consolidated schools, the use of passenger fleets for traveling salesmen,

etc. This field is limited, but, again, the compensation is in proportion.

The second large class of employment has to do with the operation of the vehicle in the field as a phase of highway transport and with the extension of sales promotional effort by the dealer.

Colleges Concerned with Two Classes Only.

Highway transport, as such, offers employment for a large and growing group of fleet owners, superintendents, dispatchers, and operators. The colleges are generally concerned only with the first two classes. Education for these fields should include a general knowledge of economics, business practice, and sufficient engineering to enable the man to build and conduct service stations, etc. This field offers attractive remuneration for the owner and a few very high salaries for the superintendents, depending upon the size of the fleet.

The dealer is the pivotal point in the future of the industry. His is the immediate contact with the public. He should have a general training in business practice, economics, and psychology. He must be a leader. The field is very large and the reward in proportion. If he is selling motor trucks, then he should have some grounding in engineering.

Beyond these fields and as a direct offspring of the motor industry, there are the allied fields of the city-planning commission, the traffic engineer, and the transportation expert of the State highway department. These fields come under the head largely of public service. They will require many men of vision, with a thorough grounding in economics, sociology, and engineering.

Field Will Embrace the World.

Finally, it may be said that the field in prospect is not limited to the confines of the United States. While the positions in manufacturing will continue to rest largely with those employed in this country for many years to come, and perhaps as long as there is a motor industry, foreign countries will turn more and more to us for leaders to carry on the work of extending motor transport throughout the world. As world conditions become more settled, countries now practically barren of modern highway transport facilities will need men trained to these tasks.

How shall one of these university graduates set about to get a job in the automobile industry? There is no sure road any more than in other business, but by the time next June's graduates are ready the industry expects to have worked out a plan which will keep it in touch with the available men. Whether this will take the form of a

MILWAUKEE CHILDREN IMMUNE FROM DIPHTHERIA.

First Tested to Determine Susceptibility, Then Treated with Protective Injections—Health Department Expects Immunity to be Permanent—Parents Must Consent.

To prevent diphtheria among school children, the Milwaukee Health Department gives the Schick test for susceptibility to every school child whose parents are willing, and then gives protective treatment to those pupils who are shown by the test to be susceptible to the disease. When a school is selected for protective work the health department sends to the principal a supply of circulars describing the test and the treatment. The children take these home to their parents along with permission cards to be signed by the parents if the treatment is desired.

Upon the day of the test the children whose parents wish them to be tested are called by classes to a room in the school building. Each child is given the Schick test, which is performed by introducing a drop of test fluid into the skin and examining the area upon the seventh day. The test does not protect; it simply indicates whether or not a child is susceptible to diphtheria. A week later, when the test is inspected, the first protective dose is given to those who are shown by the test to need it. Two more protective injections are given at intervals of a week. The health department expects to make the children permanently immune from the disease.

university contact bureau in the National Automobile Chamber of Commerce or whether some other method will be adopted has not been finally determined, but a definite effort is being made to outline a program which will keep the factories in touch with the more promising men who are being graduated.

In conclusion, let it again be said that the opportunity necessarily depends upon the man's ability and enterprise. All we can do is to give him an entry in the race.

Boston is building a municipal stadium which will have a seating capacity of 40,000 and will cost about \$1,250,000. Various educational institutions in the city will have the benefit of this stadium.

NEW BOOKS IN EDUCATION

By JOHN D. WOLCOTT.

ASHLEY, ROSCOE LEWIS. The practice of citizenship in home, school, business, and community. New York, The Macmillan company, 1922. xxi, 446 p. illus. 12°.

While attending school students should learn to practice their civic duties as members of the school community. A special feature of this textbook is Part III, Citizenship in the school, which comprises nearly 100 pages about playgrounds and school organization, work of the classroom, group methods and organization, general student organization, literary and athletic organizations, and the problem of the school course. Part IV contains material on the selection of a vocation, and on school preparation for business.

BROOKS, SAMUEL S. Improving schools by standardized tests. Boston, New York [etc.] Houghton Mifflin company [1922] xv, 278 p. diagrs., tables, illus. 12°.

How the results of standardized tests of achievement and of intelligence were used to improve the teaching in a New Hampshire supervisory district containing 26 rural, ungraded, one-room schools, under unfavorable conditions, is here told by the superintendent of this district. Superintendent Brooks relates how the tests and measurements were actually applied throughout his schools, and how on the basis of the information derived from the tests improvement was made in efficient silent reading drill, supervised study, and teaching children how to study. The book is intended for teachers and superintendents, both urban and rural, inasmuch as the principles set forth are valid for large and small schools in both city and country.

CAMPAGNAC, E. T. Society and solitude. Cambridge, At the University press, 1922. xi, 227 p. 12°.

The principles of human society are analyzed in this book and the position of the individual in society is determined. The writer holds that a man's education is the long process by which he learns to subordinate himself to the control of an ideal society. In other words, education is the process by which men acquire the art of conversation, the practice of pleasant and useful intercourse with their fellows.

CHAPIN, HENRY DWIGHT. Heredity and child culture. New York, E. P. Dutton & company [1922] xiii, 219 p. front., diagrs., tables. 12°.

That eugenics, which has to do with being born well, and eutenics, which has to do with being nurtured and educated well, are interlocking subjects is asserted in the foreword to this volume, which discusses the various inheritances of the child, and his physical, mental, and moral development.

CHINA EDUCATIONAL COMMISSION. Christian education in China. A study made

by an Educational commission representing the mission boards and societies conducting work in China. New York city, Committee of reference and counsel of the Foreign missions conference of North America [1922] xv, 430 p. 8°.

The complete system of public education outlined by the Chinese government has been put into effect to a considerable extent and will make further progress. Nevertheless a system of Christian education parallel to that of the government will be needed in China for a long time to come in order to supply the Christian principles necessary for China's social welfare. This is one conclusion reached by the China Educational commission sent out by the American mission boards after it had made a tour of inspection of educational facilities in China during several months of 1921. The report gives the commission's findings of fact and also its recommendations of a policy designed to secure the future effectiveness of Christian education in China.

CRAMPTON, C. WARD. The pedagogy of physical training with special reference to formal exercises. New York, The Macmillan company, 1922. xv, 257 p. front., illus. 8°.

Biological engineering, according to Dr. Crampton, is a new profession, which effects a better adjustment and adaptation mutually between civilization and the human race, and in which physical-training teachers have a share. Owing to the increased attention now paid to physical training in America, there is a growing need for physical-training teachers. This book is the result of long experience in physical-training work by its author and gives directions designed to aid teachers of the subject.

FRAZIER, GEORGE W. The control of city school finances. Milwaukee, Wis., Bruce publishing company [1922] 132 p. forms, tables, illus. 12°.

With reference to the much-debated question of where the control shall be placed of the raising and disbursing of funds for city public schools, this book presents a large amount of information regarding the different methods used in American cities and examines and evaluates the efficiency of each.

HAGGERTY, M. E. Rural school survey of New York state. Educational achievement. Ithaca, N. Y., 1922. 223 p. diagrs., tables. 12°.

How well are the rural and village schools of New York state teaching the subjects which by general consent belong to their curriculum? This is the question which the Division of tests and measurements in the New York survey undertakes to answer in this report. In the first place, the report finds that the rural schools need to give more attention to developing in elementary pupils the ability to read ordinary English prose.

A second deficiency to be remedied is in the matter of American history teaching. Besides testing achievement in reading, history, spelling, arithmetic, algebra, and Latin, intelligence tests were also applied in the New York survey. The report recommends the adoption of a larger school unit by means of consolidation.

STEWART, CORA WILSON. Moonlight schools for the emancipation of adult illiterates. New York, E. P. Dutton & company [1922] xiv, 194 p. front., plates. 12°.

The dramatic story of the origin, development, and goal of the moonlight schools is given in these pages. From the first establishment of these schools in Rowan county, Kentucky, in 1911 the movement against illiteracy extended to the whole state of Kentucky, and then to other states. The story includes an account of moonlight schools in war time and in reconstruction days. The losses still occasioned by illiteracy and the further need of moonlight schools are also presented.

STRAYER, GEORGE D. Report of the survey of the public school system of Atlanta, Georgia. School year—1921-1922. Made by Division of field studies, Institute of educational research, Teachers' college, Columbia university, New York city. George D. Strayer, director. N. L. Engelhardt, assistant director. [Atlanta, Ga., 1922] 2 v. illus., diagrs., tables. 8°.

The first volume of this report takes up the survey of the public-school buildings and the school-building program for Atlanta. The second volume discusses the organization and administration of the school system, school costs, the teaching corps, and the educational program of the schools.

WELCH, FREDERICK A. A manual for use of superintendents, principals, and school officials. Chicago, Ill., W. M. Welch manufacturing company [1922] viii, 145 p. 12°.

A practical manual for school administrators based on the experiences and observations of the author during 20 years as superintendent of village and city schools, and during four years as state inspector of village and city schools.

WILSON, MARTHA. School library management. 3d ed. revised. New York, The H. W. Wilson company, 1922. 150 p. illus. 12°.

A concise practical manual giving directions for all branches of library procedure for the use of school librarians.

To bring to the attention of residents of Massachusetts the opportunities for educational advancement in specific lines offered by its correspondence courses, the university extension division of the State Department of Education is issuing 15,000 bulletins describing the available courses. The division already has enrolled about 30,000 adult students.

CRADLE OF THE NATION'S FUTURE GREATNESS.

Establishment of Public School Greatest Event in History—In Every Public School American Spirit Grows—A System That Is Really Democratic.

The public school is first of all an education in citizenship. That education is almost as important as the education in writing, reading, and arithmetic, the foundations of knowledge, since reading and writing open to us all the knowledge of the book.

Fortunate the boy and girl that go to the public school. Much to be pitied are those deprived of that splendid training in American life and American thought. The public school is the United States in miniature. In it the little citizens that are to be the future voters sit side by side, all equal. They study and learn to know each other. They realize—most precious knowledge—in early youth that it is what you are, not what your father has or what your grandfather was, that makes the difference in this world.

The establishment of the public school was the greatest event in all the history of the human race. It declared and established the fact that in a country believing all men to be created free and equal, it is necessary that all shall have knowledge and free knowledge in order to make that equality worth while.

The Nation now says, "The mind of every child shall be fed at the public expense. The State will compel the parents to see that the children are taught and will supply free teaching for everyone that wants it." That declaration, represented by the public school, is the greatest step that civilization ever took. And since the first step was taken the public schools have advanced in efficiency, in number, in beauty, in attendance, in magnificent results of every kind.

Politicians have grafted on the public schools, book concerns have grafted public-school funds, contractors have swindled, and vicious, un-American elements that hate the public school because it really teaches the children, have fought against it—like that English Governor of Virginia who hoped that there would not be a public school in his State "for another hundred years." But in spite of it all, the public schools have gone steadily forward. The public has watched them, has demanded that they be built ever bigger, safer, finer.

The teachers are not paid yet as they should be, but each year there have been some improvements. Back of good pay for the teachers, the best schools and books for the children, there stands 90 per cent of public opinion, and 90 per cent is enough. And wherever there is a public school, whether it be the magnificent high school of the biggest city or the simplest little country school, one small wooden room with the American flag flying above it, you find the American spirit growing.

In that little school at the country crossroads, where the children run as the teacher rings the bell before the door or in the magnificent school of the big cities, the spirit is the same. The children are gathered as equals. They all have the same rights, they are all taught the same. They play together, they are American friends studying in childhood, growing up to be American citizens working together in adult life.

There is nothing more beautiful than a classroom full of children well taught; nothing more admirable than the career, the character, the devotion of an earnest teacher, giving to the children of other men and women all that the teacher has of intelligence, kindness, affection, and concentrated thought.

Honor the public school. Honor the system of teaching that is really democratic and really American.

No matter how rich you may be or what you can afford, you can not, for the children's sake, afford to deprive them of the public-school atmosphere, of the democratic baptism that should come in early childhood.

Willingness to support the public schools through taxation is the test of the good citizen. Every dollar spent on the public school comes back a hundred and a thousand fold in the future life of the public-school children. Every dollar spent in public education and public schools is a dollar spent for insurance against trouble in the future. Interest yourself in the public schools, in the teachers, in the children. And honor the American public school, cradle of the Nation's future greatness.—*Washington Times*.

Summer-school sessions on the public pier on the Hudson River were held by the schools of Newburgh, N. Y., during the past summer. In addition to study periods, considerable time was devoted to games and story telling.

An average of 100 supplementary textbooks for each day of the school year are sent out to the county schools by the library of Contra Costa, Calif.

STUDENT GUIDANCE IN NOVEL FORM

In Stuyvesant High School, New York, Students in Alphabetical Groups Without Regard to Ad- vancement Are Assigned to "Of- ficial Teachers."

To help students get the best possible results from their course, teachers in the Stuyvesant High School, New York City, discuss the curriculum with their pupils, advising them as to elective courses, says the Bulletin of High Points. The "official teacher" of each group of students, who has them in charge when the departmental classes are not in session, talks over the various courses with the pupils, helping them to choose work that suits their needs. Pupils are given a complete list of all the courses, required and elective, and are informed of requirements for admission to advanced courses. To assist students who are preparing for college the school distributes a booklet called "The Student's Guide," which contains information concerning courses and requirements at various colleges. Every student finds out what subjects he needs for college entrance long before graduation from high school.

Teacher Learns Needs of Pupils.

All pupils higher than the first term, except the graduating class, are grouped alphabetically instead of by grades, so that a pupil has the same official teacher continuously, often from the second to the seventh term. The teacher becomes acquainted with the needs and desires of individuals, and he frequently maps out for a second or third term pupil a tentative program for the rest of the high-school course. Every official teacher is required to be familiar with the school course of study.

Pupils are instructed to consult other students in their "official class"—that is, under the same official teacher—about the courses they desire to elect. This is easily done, since the official class includes boys of all grades except the first and the last. The programs of graduating pupils are specially supervised by the assistant principal six months before entrance into the graduating class and thereafter up to the time of graduation. Individual conferences are held with pupils and any changes in college entrance requirements are made known to those who are interested.

SCHOOL PRINCIPALS ISSUE CERTIFICATES

Recent Suffrage Law Makes School System Part of Machinery of Elections—Applicant Must Read 100 Words Silently and Answer Questions in Writing.

The recent amendment to the State constitution and subsequent legislation requiring all new voters to be able to read and write English before being eligible to vote is of special interest to school authorities. Educators are interested in any movement to raise the standards of citizenship. The literacy requirement for new voters serves to emphasize the fact that the public schools are not only agencies for the training of children, but the only institution equipped to provide adequately the required training in English, reading, and writing for the 400,000 foreign-born residents of New York State who are deficient in one or more of these subjects.

The amended election law provides:

1. That local election officials at time of registration, or at time of voting where personal registration is not required, shall require all new voters to read intelligibly an excerpt of approximately 50 words from the State constitution and write legibly in English 10 words from the passage read.

2. That the local election officials may accept a certificate of literacy issued by local school authorities.

The law provides that a certificate of literacy may be issued by the principal or other head of a public school or any school maintaining a course of study approved by the State department of education. The following regulations adopted by the board of regents govern the granting of such certificates:

"Certificates of literacy may be issued upon the following evidence of literacy:

"(a) To all applicants whose educational credentials show that they have successfully completed the work prescribed for the fifth grade of the public schools of the State.

"(b) To all persons whose educational credentials show that they have completed work equivalent to the fifth grade of the public elementary school in English, reading, and writing, in evening, parochial, or private schools of the State or equivalent work in schools outside of the State.

"(c) To all applicants who can not submit the evidence prescribed under

(a) and (b) after successfully passing an examination or test authorized by the commissioner of education."

The commissioner of education has recommended that local school authorities make it possible for new voters to secure certificates of literacy by designation of certain hours two or more evenings or days, or both, during week of October 2, when the schools will grant certificates of literacy. During the past year over 80,000 foreign-born men and women were enrolled in the evening schools of the State. Thousands of new voters learned to read and write English in the public evening schools and will welcome the opportunity of securing a certificate as evidence of their literacy.

Illiterate Wives Cannot Qualify.

Significant is the fact that no more illiterate women will be qualified to vote because of the naturalization of their husbands. In the past the citizenship papers of the husband, who in a large number of cases learned to read and write English in the evening school or place of employment, made it possible for the wife to vote. As a result thousands of women failed to take advantage of the opportunity to attend night school. Thousands of others, who were mothers of large families, were unable to attend. The enactment of this law makes it increasingly important that special attention be given to this phase of our immigrant-education problem.

The tests to be used in determining the literacy of those who can not present evidence of satisfactory school training were prepared by a special committee appointed by Commissioner Graves for this purpose. The committee decided on the silent reading and writing test as the most satisfactory for this purpose. The applicant will be required to read a passage of approximately 100 words and answer in writing several questions to show that he understands the passage read. His answers will indicate his ability to write English legibly.

The selections chosen for the tests center about such topics as America, Americanization, American history, civic duties, government, citizenship, and naturalization. The active cooperation of the school superintendents made it possible for the committee to give the tests to several thousand children in the elementary grades and select those that were uniform in difficulty for the examinations to be conducted this fall. Many school superintendents and other school officials assisted the State department in developing plans for the administration of the law authorizing local school authorities to issue certificates of literacy.—*Bulletin of the University of the State of New York.*

TEACHERS' INSTITUTES IN WEST VIRGINIA.

Like many other States, West Virginia requires teachers to attend a teachers' institute unless attendance at a summer school is accepted in lieu of attendance at the regular institute. The State superintendent of schools fixes the date and outlines a general program for an annual five days' institute in each county in the State. These institutes for 1922 were held between the 24th day of July and the 4th day of September. A well-planned program was presented in each case, containing many new departures. As expert teacher was assigned to each county for regular daily work. This instructor demonstrated the best classroom methods of instruction by actually teaching before the institute. Special lecturers, physical directors, and music directors were provided, which not only made a full but a very interesting and instructive program. The slogans presented by the State department were Thoroughness, Teacher Training, and Standard Schools.

Each teacher received an official institute bulletin that contained the institute objectives, topics for discussion, general plans for the current school year, the reading-circle course, articles and notes of interest to teachers, and blank pages for note taking.

Entertainments, good music, and live lectures made the five days and evenings full of interest and enthusiasm for the teachers, who almost forgot that attendance was compulsory.—*J. C. Muerman.*

FIFTY THOUSAND CHILDREN IN GRAND SPELLING BEE.

Winners of county spelling contests in New York State competed for prizes at the State fair at Syracuse on September 12. Forty-six girls and eight boys, representing every county in the State but eight, took part in the competition. Among these were the daughter of a full-blooded Indian chief, a colored boy, and two girls only 10 years old. To select the 54 contestants more than 50,000 children were examined in county competitions.

State Commissioner of Education Frank P. Graves announced the words to be spelled. Four tests, three written and one oral, were necessary to eliminate all but the four prize winners, and one more written test was given to determine the standing of these four. Prizes in gold, sums of \$20, \$15, \$10, and \$5, were given by the State Fair Commission, which also paid the railroad fares and other expenses of the contestants.

EDUCATION WEEK AS ENGLISH OBSERVE IT

West Ham Beats All Previous Records—Able Addresses, Historical Pageant, Swimming Demonstrations, Open-Air Concerts, Exhibitions of School Work.

The program of the West Ham education week is in many respects the most ambitious of all that have so far come under our notice. Other towns have been pioneers—and remarkably successful pioneers—but West Ham has evidently determined to beat all records and to set a new standard of attainment in efforts to educate the public in the importance attaching to the work of the schools.

We notice that all the local churches are united in their desire to emphasize the fundamentally spiritual basis of education, and that two official services have been arranged at which the mayor and corporation will be present; that among the preachers will be Mr. Salnsbury, vice president of the National Union of Teachers; Prof. John Adams, and Principal Barker; that public meetings will be addressed by well-known men and women, including Lord Burnham and Mr. J. L. Paton, of the Manchester Grammar School. One picturesque feature of the education week is the pageant, which will illustrate the history of West Ham and in which a thousand children will take part. Demonstrations of the teaching of English by the dramatic method, swimming demonstrations, and an open-air concert by a choir of 3,000 children are other outstanding features of the week. One day all the elementary and secondary schools in the borough will be open to the general public, while in many schools evening meetings for the parents will be held. For these meetings an imposing list of speakers has been prepared. In addition, exhibitions of school work will be held at the town hall, Stratford, every day, and numbers of other activities will complete what is an exceptionally well-organized series of demonstrations.

Leaders of a National Movement.

Our readers know how heartily we support the movement for interesting parents in the work of the schools. In no other way can education be so successfully defended. * * * In seeking to serve education locally the educational committee and teachers of West Ham are doing a

national work. We trust that other towns that have so far neglected this form of educational propaganda will copy this splendid example; that the day will soon come when Northampton, Reading, Eastbourne, West Ham, and other enterprising centers of education will no longer be exceptions, but the leaders of a really national movement. When that time comes—when every week in the year is education week for one locality or the other—then we may hope to see education occupying its rightful place in the national life.—*The Teachers' World*, London, June 21, 1922.

FOREIGNERS PREDOMINATE IN DETROIT SCHOOLS.

Nationality is an important factor in the educational problem of Detroit, for fewer than half of the public-school pupils are white children born in the United States. In 49 elementary schools, 2 intermediate schools, and 4 high schools other nationalities predominate. Since such large percentages of these nationalities fall in their work and must be taught over again, the resulting expense to the Detroit school system is much higher than it would be if the proportion of native born white children were greater.

The point at which most pupils fail is the first half of the fifth year in the elementary school. In the high school, mathematics causes the greatest percentage of failures; science is second, and English third. Fewest fail in the fine arts courses.

Connecticut pupils have met annually for the past four years for a speaking and spelling contest. In the 1922 contest, held at the State capitol at Hartford, 23 towns were represented.

PRINCIPAL ARTICLES IN THIS NUMBER.

Physical Education in the Public Schools, Will C. Wood.

Some Experiments in Preschool Education, Nina C. Vandewalker.

Second Annual Conference on Highway Engineering and Highway Transport Education.

Rules for English Secondary Schools. Some Contrasts Between Swedish and American Schools, Nils Hänniger.

The Trend in Highway Engineering Education, T. R. Agg.

Jobs for Trained Men in Highway Transport Work, C. C. Hanch.

BUREAU EVALUATES STUDENTS' PREPARATION

Professional Bureau of Pennsylvania Department of Public Instruction Examines Applicants for Admission to Professional Study and Evaluates Credentials.

To establish a uniform standard of preliminary education for persons intending to enter the practice of medicine, pharmacy, dentistry, optometry, veterinary medicine, osteopathy, chiropody, and public accountancy, the professional bureau of Pennsylvania's Department of Public Instruction evaluates the previous schooling of students who desire to prepare for these professions in Pennsylvania institutions. Applicants present evidence of having attended secondary schools, colleges, and professional schools not only in every one of the States, but in Canada, Mexico, Asia, South America, Central America, Africa, the Philippines, and Australia, as well as every country of Europe; therefore the bureau must be familiar with educational institutions all over the world so as to judge the value of the preparation of each applicant. In one medical college credentials have been evaluated for applicants from 47 States; in another, from every country in Europe.

Of students from foreign countries, Russia has furnished the greatest number of candidates for all the professions. Germany, Italy, and Poland send more medical students than any other country. Australia sends the greatest number of dental students; Russia and Italy of students of pharmacy.

The bureau issues certificates to applicants whose work satisfies its requirements and examines any who can not show credentials of their work, granting certificates to those who pass the examination. These examinations form an important part of the bureau's work. In the February and June examinations 1,298 applicants were examined in pre-professional work and 648 in professional.

Fees charged by the bureau for its services have not only covered its expenses for the past year and a half but have helped to pay for the maintenance of the bureau of medical education and licensure and of the dental council. These fees amounted to nearly \$40,000 since October, 1920. Since that time the bureau has issued nearly 4,000 certificates of preliminary education and evaluated twice that number of certificates of professional study.